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ABSTRACT

Five studies by teacher-researchers on teacher incentive programs are presented in this report. Offered are descriptions of the five programs, information on the teacher-researcher role, and the kinds of support necessary for facilitation. The case studies include the Professional Growth Fund of Elmhurst, Illinois; the Mentor Teacher Program of Marshalltown, Iowa; the Motivation to Excellence plan of North Olmsted, Ohio; the Superior Instruction Awards Program of Rittman, Ohio; and the Teacher Incentive Pilot Program of Waunakee, Wisconsin. A conclusion is that increased professional opportunities and recognition lead to increased teacher motivation and satisfaction. Recommendations are made for a diverse approach that offers extrinsic as well as monetary rewards. Surveys and findings accompany each study. (LMI)

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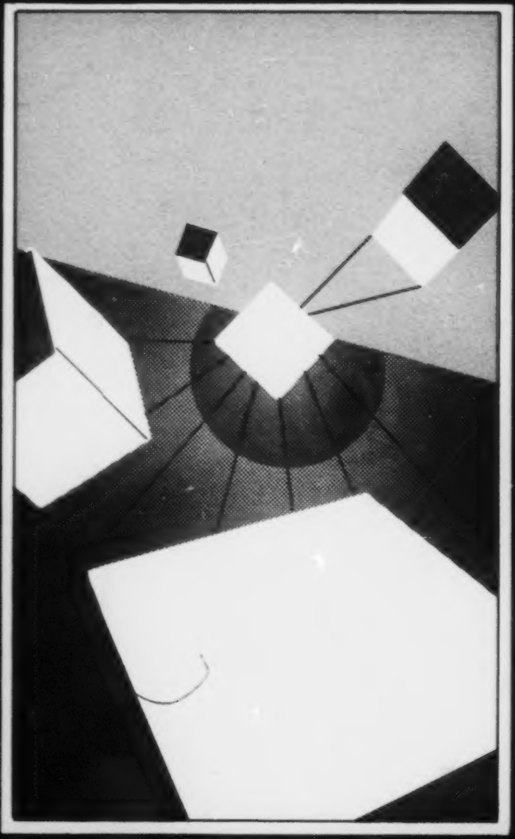

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EA 022 573

CALL FOR TEACHER INCENTIVES

TEACHER INCENTIVES FROM THE INSIDE:

Five Studies by Teacher-Researchers

Arthur Dorman and Nancy Fulford, Editors

February, 1990

NCREL

North Central Regional Educational Laboratory
295 Emroy Avenue
Elmhurst, Illinois 60126-2468

The authors of this work gratefully acknowledge the support of many individuals in making the Teacher Researcher project a reality. Most especially, we recognize the efforts and accomplishments of our seven teacher-researchers: Patricia Adams, Ted Beranis, Sarah Fors, Don Holmen, Terri Gilmore Mason, Mary O'Dee, and Doug Rosendahl. In addition, we extend our appreciation for those individuals who served as administrative liaisons in each of the teacher-researchers school districts: Lee Brittenham, Jean Cameron, Pat Claramunt, Richard Doyle, Allen Rosenthal, William Spargur, and Nancy Truelson. We thank Larry Friedman, Linden Hill, Marianne Kroeger, Linda Kunesh, and Nancy Mack who served as reviewers and whose insights were extremely valuable to us. Finally, we are indebted to our cheerful, untiring support staff for turning this work into a material product, in particular: Doris Belknap, Julie Casiello, Dina Czocher, and Cheryl May.

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Introduction:

The NCREL Teacher-Researcher Project

The North Central Regional Educational Laboratory (NCREL) has been engaged in a long term study of incentives for teachers since 1986. Work completed includes a study of background issues, a compilation of teacher incentive programs and policies in the seven states served by NCREL[1] , a study of incentives offered by local school districts throughout the NCREL region, an invitational policy seminar addressing key policy issues pertaining to teacher incentives, and profiles of 21 district-based programs that serve as incentives for teachers.

One consistent finding in NCREL's work has been that the emergence of new teacher roles as embraced by the teacher-researcher concept holds enormous potential as an incentive for teachers. This finding has held true for other researchers, as in Lieberman and Miller (1984): "What we learned was the powerful impact of involving school people... where engagement in understanding their own problems brought not only significant learning, but a heightened sense of self-esteem based on their newfound abilities as they participated in doing research." Profiles of teacher incentive programs that include teacher-research opportunities document the value of the teacher-researcher role as a form of incentive (Dorman and Fulford, 1989).

The original project design for the teacher incentives studies called for an extended study of five of the 21 programs, including on-site study. The decision to recruit teacher-researchers to design and conduct these extended studies was based on the belief that teachers who are a part of the culture of their school district and have witnessed the history behind their district's incentive programs are well positioned to conduct such extended studies. The findings of teacher-researchers could be expressed with a far more authentic and context-sensitive voice than the findings of external researchers. In addition, this would be a cost-effective way for an external agency and LEAs to carry out a shared research agenda.

Just as important, NCREL wanted to learn more about the teacher-researcher role and its potential value as an incentive for teachers. Teacher research has been described in the literature as a way for teachers to think about their work and their classrooms, and a means of building awareness of and assuming responsibility for instructional problems in the classroom (Casanova, 1989). In so doing, teacher research empowers teachers to act as professionals addressing their professional concerns and becomes an ongoing process integrated into the business of teaching, rather than an "add-on activity" (Goswami and Stillman, 1987). One question NCREL had was whether or not this empowerment could be extended through the study of district organizational phenomena. In addition, NCREL was interested in learning what kinds of support mechanisms teacher-researchers needed and the extent to which such support could be provided by an external organization.

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[1] NCREL serves the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

The studies in this document then, were designed and conducted by teacher-researchers with support from NCREL, for a twofold purpose: to examine more closely five teacher incentive programs; and to generate information on the teacher-researcher role, and the kinds of support and communication structures needed to facilitate that role.

With the cooperation of the administrative liaison in 20 of the 21 LEAs[2] included in NCREL's profiles of teacher incentives, a "call for participants" was circulated to prospective teacher-researchers. An application form was provided (see appendix), and applicants were encouraged to develop proposals to conduct research on the teacher incentives in their district that had been highlighted in the profiles. Fourteen proposals were received. References were contacted for all applicants. Selection criteria included the relevance of the research questions, past experience using research findings, endorsement given by references, understanding of uses of research by classroom teachers, and quality of written work as evidenced in the proposal submitted. Seven proposals were accepted, and of those, five were proposals to study district-wide teacher incentive programs, while two addressed instructional issues. The five studies of teacher incentive programs embrace a variety of programs and offer an extension of the research reported by NCREL in the profiles. The two instructional issue studies were supported in order to provide evaluation information on the value of the teacher-researcher role in researching classroom versus district-wide activities.

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[2] One of the LEAs in the original set of profiles withdrew from further participation in the study after a change in administrative leadership.

All seven teacher-researchers developed their own research designs based on their own interests and experiences. The five teacher-researchers who examined teacher incentives programs took NCREL's suggestion to look at these programs as a starting point for their research, but they each drew their own focus in accordance with issues of most concern to them.

The teacher-researchers conducted their studies between January and June, 1989. A timeline was established for them to submit an expanded study design, review of literature, data collection instruments, and draft reports, with final reports completed by September 1, 1989. NCREL offered participants technical assistance in developing their research designs and provided resource materials. A budget of up to $400 was available to each participant to cover their expenses. In some cases, these funds were used to reimburse school districts for participant release time, to purchase needed materials, or to cover travel expenses. Some participants used all or part of their budget as a stipend to reward themselves for their effort.

In addition to their research budget, each participant was provided travel funds to attend two meetings. The first meeting, held in Columbus in April, 1989, was in conjunction with the conference "Developing Inquiring Professionals" co-sponsored by The Ohio State University and the Columbus (Ohio) City School District. The teacher-researchers met to share their experiences and offer each other support for assuming an unfamiliar role in their schools. The group also participated in a panel discussion at the conference on the benefits and difficulties of teacher-conducted research. The second meeting took place in July, 1989, at the NCREL offices in Elmhurst, Illinois for participants to review each other's draft reports. Those at the meeting stated that it was especially useful to receive feedback from fellow practitioners who have shared the teacher-researcher experience.

The teacher-researchers were aware that they were the object of study while they conducted their own studies. They submitted periodic feedback reports to mark their experiences and participated in a group discussion session recorded on audio tape at the July meeting to discuss critical aspects of their participation in the program. They also were interviewed following completion of their reports to provide an overall assessment of their experience as teacher-researchers and any effects that carried over into the new school year. The district administrative liaisons were interviewed as well. This data forms the basis of an evaluation report that examines the value of teacher-researcher opportunities as an incentive for teachers, and addresses practical considerations of implementing a teacher-researcher program (Dorman, forthcoming).

For all of the teacher researchers important forms of support included encouragement and contact with others engaged in teacher-research (e.g., through the meetings sponsored by NCREL). Several of the teacher-researchers valued highly the technical assistance offered by NCREL staff in designing their research studies, and in one case the district administrative liaison provided such support. Otherwise, support from school principals or central office administrators mainly consisted of initially encouraging participants to apply, providing them with access to information, and, in some cases, facilitating arrangements for release time needed to conduct the studies. Time was a critical variable for most of the participants in the program.

Most participants felt that the $400 budget was a welcomed "bonus" but not essential to either their participation or feeling of satisfaction in participating. One participant felt that the amount of money was too low to make any appreciable difference, but several others felt that, though a small amount, it indicated that their work was valued and taken seriously. For one participant the funds were essential to cover the expense of a computer analysis of survey responses. The opportunity to travel to the two meetings was viewed as an important form of support by all participants. One teacher-researcher would have liked more meetings, perhaps conducted electronically, to increase the frequency of peer support. Another participant would have liked NCREL staff to visit her site in order to understand the contextual variables that applied to her study.

All seven of the teacher-researchers completed their work with positive feelings about the program and about teacher-research. All said that they would participate in such a program again, provided they could again study an issue of interest to them. One of the teacher-researchers who studied district-wide incentives said she would like to research a classroom-based instructional issue in the future. Several mentioned that their participation has led to increased comfort with research reports that make them more likely to read and act upon educational research. Among the other benefits participants reaped were greater understanding of the administrative function in their districts, added prestige among peers, feeling "re-charged" about their profession, gaining broader perspectives through the contacts with teacher-researchers from other states, contributing to the evolution of their district's incentive program, or (in other cases) gaining insights that will improve their own teaching practice. One participant also felt that the involvement as a teacher-researcher was a positive role model for students. All participants felt that the teacher-researcher role provides an incentive for motivating experienced teachers to grow professionally. In addition, several felt that the role could serve as an incentive for retaining teachers by providing new challenges and more ownership over classroom or organizational practices.

The five teacher-conducted studies of district-wide teacher incentive programs in their school districts are unusual in an important respect. Most literature on teacher research equates it with action research on issues of curriculum or instruction within the teacher-researcher's own classroom (Queenan, 1988; Bartell, in press; Mack, 1989). The rationale is to empower teachers by providing them with opportunities to identify needs in their own classrooms and to gather data that helps them address those needs. The studies presented here are examinations of district-wide phenomena. While teachers can and often do use the results of classroom-based research to improve instruction in their own classrooms, they typically have less access to the decision-making processes that create and change district-wide programs. There also were more administrative hurdles to cross in order to conduct these studies. To the extent that their research findings were used in their districts to further develop the programs they examined, these teachers had opportunities to assume leadership roles among their peers. However, there was clearly less direct ownership of these results compared to the results of classroom-based research.

In all cases, the teacher-researchers had some personal involvement in the programs they studied, and they were able to bring a greater depth of understanding to these studies than could outsiders. In cases where the teacher-researchers appeared to hold a bias toward the program they were studying, the outside facilitation of NCREL staff worked with the teacher researchers to make research instruments and processes more objective. At the same time we recognize that each teacher-researcher's bias will to some degree affect the interpretation and presentation of their data. While teacher-researchers were striving for objectivity, the opportunity to present a slant on their findings that is informed by their own experiences as teachers was, for some, one of the incentives for conducting this research.

Each of the five studies on teacher incentives focuses on a specific teacher incentive program. In each case, these programs are intended to motivate or offer professional renewal to teachers currently teaching. If they deal with the recruitment of teachers it is only indirectly. Each of the programs studied is described briefly below.[3]

Professional Growth Fund, Elmhurst Unit District #205, Elmhurst, Illinois

The Professional Growth Fund provides a means for teachers to pursue individual professional development activities, such as travel related to their teaching field, attendance at professional conferences, or development of instructional materials. A fund of about $50,000 per year supports the program, and awards are given to teachers based on a selective application process that includes letters of support from colleagues.

York High School English teacher Theodore Beranis combined a survey of award recipients, interviews, and review of program documentation to investigate how participants have benefitted, and why more teachers in the district have not availed themselves of the Professional Growth Fund.

Mentor Teacher Program, Marshalltown Community Schools, Marshalltown, Iowa

The program originated as a mentor approach pairing "mentors" to work with newly hired or re-assigned teachers. The intent was to improve the teacher induction process while creating a new role for veteran teachers seeking professional growth. Since its inception, the program has been re-formulated to include a Peer Counseling/Peer Coaching Program for teachers to work collegially in providing each other support for professional growth.

Ansel Elementary School media teacher Pat Adams surveyed "mentors" from the program to identify variables linked to participation in and satisfaction with the program.

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[3] The two studies that examined instructional issues are "The Impact of the Generative Learning Model on Students of Different Ability Levels" by Doug Rosendahl, a science teacher at Winona (MN) Senior High School; and "A Comparison of Teachers Interactive Styles in Classrooms with Preschool Handicapped and Nonhandicapped Children" by Sarah D. Fors, formerly speech and hearing teacher in the Dearborn (MI) Public Schools. These two reports will be made available by NCREL.

Motivation to Excel, North Olmsted City Schools, North Olmsted, Ohio.
This program was designed to bolster staff and student morale and pride in the school and to nurture community support for the local school district. The four major components of the program are: 1) staff development, support, and recognition; 2) parent awareness and support; 3) community and business support for recognition and challenges for teachers and students; and 4) teacher mini-grant programs for teachers to pursue their own ideas about strategies for improved instruction and motivation. Various evaluations of the program have attested its success thus far.

Mary O'Dee, a teacher of gifted and talented students at North Olmsted Middle School, surveyed teachers in her building to determine how the Motivation to Excel program has affected opportunities for teachers to assume leadership, participate in decision making, and build self-esteem of colleagues.

Superior Instruction Awards Program, Rittman Exempted Village Schools, Rittman, Ohio
The Superior Instruction Awards Program allowed teachers to use performance evaluations as the basis for up to 8 points of 15 needed to receive a salary increment. Upon the teacher's request, the principal determined a point value (up to 8) for the two most recent evaluations conducted. Other points could be earned through participation in various professional growth activities. If half the points were earned on the basis of evaluations, a teacher could qualify for an annual salary increase. If fewer than seven of the points were based on evaluations, a teacher would have to wait three years between salary increases. The bonus was computed as 3.4 percent of the salary base. After one year of operation, the program was frozen due to lack of funds.

Rittman High School Social Studies teacher Terri Mason surveyed teachers and examined program records to assess how effective the program had been in serving as an incentive for teachers, and how the freeze on the program has affected teacher morale.

Waunakee Teacher Incentive Pilot Program, Waunakee Community Schools, Waunakee, Wisconsin
The program features a career ladder with advancement based on years in service and performance reviews. The four stages in the ladder are Provisional Teacher, Professional Teacher, Teacher Specialist, and Master Teacher. The Teacher Specialist and Master Teacher are parallel options, with the Teacher Specialist assuming additional

responsibilities in exchange for release time and a salary increment, while the Master Teacher remains primarily a classroom teacher and receives a salary increment for continued excellence in performance. The program also established a biannual evaluation year/staff development year cycle, and provides salary increments based on participation in professional growth activities as well as evaluations, forsaking the traditional salary schedule. The program was initially funded by the state through the Wisconsin Teacher Incentives Pilot Project, but has since been supported with local district funds, and has been incorporated into the teachers' negotiated agreement with the school district.

Donald Holmen, Waunakee High School media specialist, developed a survey to find out how teachers perceived the effect the professional development activities and evaluations that are part of the Incentive Program have had on their performance in the classroom.

*** ***

These five studies go further to illustrate ways in which organizational structures can succeed or fail to provide incentives for teachers. Throughout all the studies, the importance of opportunities for teachers to develop themselves professionally, to be more in control of their work, and to realize an enhanced status as professionals is well documented. Common pitfalls to be avoided -- underfunding programs, allowing "in" and "out" camps to develop, and failing to communicate openly and thoroughly about program opportunities and results -- are also visited.

In four of the studies, the teacher-researchers found that participants in the incentive programs studied had very positive reactions to them, affirming the value of these approaches to incentives. The programs focus on combinations of diversified teacher roles, increased collegial collaboration, and, in all cases, an elevation of teachers' status as professionals. Only one of these four programs, the Waunakee Career Ladder, included substantial monetary rewards, while Marshalltown's mentor program offered participants modest stipends. (see table 1)

The fifth study, the Superior Instruction Awards program in Rittman, Ohio, found different results primarily because funding for this merit pay program was frozen after one year of operation. This is an unfortunate pitfall for many incentive programs based on additional monetary rewards fall. What is surprising is the high number of teachers who would choose to have the program reinstated, in spite of the bitter experience they had with the program in the past. These teachers did not reject the notion of merit pay. They were unhappy with the way in which the program was developed, administered, and the eventual program freeze. Anyone interested in pursing merit pay as an incentive strategy in their district can learn valuable lessons from the experience in Rittman.

table 1: Reward Structures in Teacher Incentive Programs

district	teacher role diversity	increased collegial collaboration	elevated professional status	monetary rewards
Elmhurst	XX	XX	XX	
Marshalltown	XX	XX	XX	XX
North Olmsted	XX	XX	XX	
Rittman				XX
Waunakee	XX	XX	XX	XX

XX attribute of district incentive program

Do these incentives for teachers translate into better student outcomes? Two of the studies asked these questions directly of participants. In Waunakee, the response was a definite yes. Evidence of student gains were cited and attributed to the professional development activities which were part of the Career Ladder program. In Elmhurst, responses were favorable, but not as definite. Some indeed attributed improved student outcomes to the professional growth experiences they received, but others said while they (the teachers) improved through these experiences, both in expertise and morale, they could not cite evidence that these improvements had led to improved student outcomes. These responses attest to the methodological difficulties in assessing the impact of teacher incentives on student learning.

While the teacher-researchers in North Olmsted and Marshalltown did not ask directly about improved student outcomes, the improvement in organizational climate reported by teachers in North Olmsted and the increase in the sense of professionalism and collegial collaboration among participants in Marshalltown's mentor program can certainly be interpreted as positive results. Additional study may be able to determine the impact of these programs on improving student outcomes. However, as the responses from teachers in Elmhurst illustrate, such outcomes are often extremely difficult to measure.

Must teacher incentives have measurable impacts on student outcomes? Identifying the proper beneficiaries of teacher incentives is a policy question. Is the increase in motivation and professionalism among teachers whose professional skills and morale have been elevated an end in itself, with the assumption that this can only have positive (if not measurable) impacts on students? It seems reasonable to assume that teacher incentives that improve performance and enhance professionalism are good for students as well. Greater control over the design, implementation, and evaluation of incentive programs may be necessary if we are to expect hard evidence of their impacts on student learning.

Looked at as a whole, these five studies tell us that as teachers are offered additional professional opportunities and recognition, their motivation and satisfaction with their positions and with the teaching profession increases. We see also that no one incentive is attractive to all teachers, underlining the need for diverse approaches. Monetary rewards can provide an additional incentive, but are not requisite for a successful teacher incentive strategy. In fact, monetary rewards that are withdrawn or are viewed as too small can serve as disincentives. The opportunity for teachers to chose from diverse roles according to their interests and abilities affirms the value of the individual who commits him or herself to a career in teaching, and thus can be incentives for the increased retention of our most able teachers.

These incentives for retaining and motivating current teachers have implications for the recruitment of new teachers as well. The enhancement of teaching as a profession and as a career with growth opportunities is likely to make teaching more attractive, bolstering efforts to recruit talented people to the field. As we face shortages of teachers, especially teachers committed to and capable of meeting the professional challenge of working with students at risk of failure, such incentives will continue to be an important part of a school reform agenda.

*** ***

The authors of each of these reports know the program they have examined first hand, and are themselves steeped in the culture of the district that gave life to the programs. This adds a sense of intimacy and immediacy to these studies that allows them to do more than merely report, but to affirm the importance of continuing to find avenues for teachers to experience growth, renewal, and recognition. We commend these authors for their fine work as researchers and for their continued dedication to their chosen profession of teaching. We also salute the school districts willing to make these bold attempts to create incentives to nurture the best professionalism in their teachers, and ultimately, to provide the best possible opportunity for their students to learn.

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Appendix

- Teacher-As-Researcher Request for Participants
- Teacher-As-Researcher Application Form
- Participant Feedback Report Form
- Exit Interview Questions for Participants
- Exit Interview Questions for District Administrative Liaisons

TEACHER AS RESEARCHER

North Central Regional Educational Laboratory
Enhancing the Education Professions

ARE YOU A TEACHER LOOKING FOR A NEW CHALLANGE?

- **Are you interested in experiencing a new role as a classroom teacher?**
- **Would you like an opportunity to conduct action research on teacher incentives?**
- **Does becoming part of a network of teacher-researchers in the North Central region interest you?**

What is the Teacher as Researcher Program?

The North Central Regional Educational Laboratory (NCREL) is extending its research on teacher incentives while exploring the teacher/researcher role as an incentive in its own right. We will support the work of 4-7 teacher/researchers conducting research on teacher incentives or other areas of concern in their own or at another school district.

Support from NCREL will include assistance in developing the research design, the opportunity to meet and maintain contact with the other teacher/researchers, and a mini-grant of up to $400 for expenses and stipends. Research is to be conducted during the 1988-89 school year, with report writing during summer 1989 and review and revisions of reports in fall 1989.

Why Become a Teacher/Researcher?

Participants in NCREL's Teacher as Researcher Program will have opportunities to:

- Contribute to the knowledge base for educational reform.
- Learn research skills,
- Attend national or regional conferences,
- Become part of a network of teacher/researchers,
- Have their research work published and disseminated by NCREL,
- Develop their own budget for the use of their mini-grant, and
- Be pioneers in the development of emerging roles for teachers.

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How To Become a Teacher/Researcher:

If you are interested in applying to for the NCREL Teacher as Researcher program. complete the attached application form. Part I of the application is mainly information about your present and past teaching and educational experience. Part II asks you to write a brief (one to two page, typed with double spacing) essay response to several question dealing with your experience in using research findings and some general ideas about the research questions you would like to pursue as a teacher/researcher. In each school district, our case study liaisons have been asked to review applications before sending them to us for final selection. This will ensure that proposals we recieve have the support of the district administration. All final selections will be made by NCREL staff. The NCREL case study liaison in your district is <name>.

Submit completed application to <name> no later than September 30, 1988. If you need more information, contact the incentives case study liaison for your district, or contact:

Nancy Fulford or Arthur Dorman, NCREL Program Associates
phone 312/941 7677

All applicants will be notified of NCREL's decision by October 31, 1988

TEACHER AS RESEARCHER

North Central Regional Educational Laboratory

APPLICATION FORM

How To Become a Teacher/Researcher:

To apply for the NCREL Teacher as Researcher program complete the attached application form. Part I of the application is mainly information about your present and past teaching and educational experience. Part II asks you to write a brief (1 to 2 pages typed with double spacing) essay response to several question about your experience in using research findings and some general ideas about the research question you would like to pursue as a teacher/researcher. In each school district, our case study liaisons have been asked to review applications before sending them to us. This will ensure that proposals we receive have the support of the district administration. All final selections will be made by NCREL staff. The NCREL case study liaison in your district is <name>.

Submit completed application to <name> no later than September 30, 1988.

Please respond to all questions.

PART I

1. name ______________________ first last
2. phone (home) ___/______ (work) ___/______
3. address ______________________ street or box no. city state zip ______________________
4. In what school are you presently teaching? ______________________
5. What grades and/or subjects do you now teach? ______________________
6. What other grades and/or subjects have you taught? ______________________

____

7. Years in present position (this year counts as 1) ______
8. Total years as a teacher (this year counts as 1) ______
9. What is you highest degree, and in what area? ______________________
10. Are you currently working on a degree? ____
    (if yes) what field? ___
    where enrolled? ______________________
11. Provide a reference who is familiar with your professional work.

____

name position phone number

Questions for reference checks:

name ____

LEA ____

In what capacity(ies) have you observed the applicant's work?

Please describe any leadership experiences you have seen this person engage in.

Have you had opportunity to see him/her initiate and follow through on project? Please describe.

How would you assess the applicant's writing skills?

Could you describe any problem-solving behavior you have seen him/her engage in?

What type of support would you expect applicant to need to complete this project from you or other administrative/ support staff at your site? From NCREL?

What resource in your district/ community could you identify that could help the applicant to complete this project?

How useful will this information be to your school district?

Do you have any additional comments about this applicants qualifications and/or questions about NCREL's Teacher as Researcher program?

North Central Regional Educational Laboratory

Teacher as Researcher Participant Feedback Report

Please complete all items as thoroughly as possible. We will use this information to improve the Teacher-as-Researcher Project for you and the other participants. We also need information to assess whether this program should be maintained, expanded, or dropped next year.

Name ____

1. How did you learn about the Teacher-as-Researcher Project?

2. Did you receive personal encouragement from our project liaison in your district to apply?

3. Describe the kind of support you have received from your school administration as a participant in this program.

4. Describe support you have received from colleagues.

5. What has NCREL staff done that has been particularly helpful to you in embarking on this project?

   What else would you like NCREL to do in the way of support for your work?

6. Has this project had any affect on your teaching activities thus far? If yes, please describe.

questions for teacher-researcher follow up interviews: PARTICIPANTS

1. How would you describe the experience of being a teacher-researcher?
2. How well did the teacher-researcher role fit into your other responsibilities? Were there sources of tension/conflict? Were there ways in which the t/r role enhanced your role as a teacher?
3. What were most valuable forms of support offered by:
    Your peers?

    your principal?

    district central office staff?

    NCREL?

    others?
4. What was most difficult about conducting your research study?
5. What was most rewarding?
6. How important was the $400 budget provided by NCREL?
7. Would you participate in a project like this again? Why, why not?
8. Would you recommend a project like this to colleagues? On what basis would you make such recommendations?
9. Have you shared results of your study with colleagues, formally or informally? Please describe how this was done. Did your district have expectations for you to share the results? How much interest have others shown in your work?
10. Have you been able to act on the results of your research, that is are you using the findings to change classroom practice or to contribute to school or district level programs?
11. What were the benefits of the contacts you had with other teacher-researchers?
12. Would you prefer having contact with other teacher-researchers in your own school or district? Why/why not?
13. What would you change about the program?
14. Do you think the teacher-researcher role could serve as an incentive to enter teaching, remain in teaching positions, improve performance, or enhance the professional status of teachers? Please elaborate?
15. Should research methods be a part of teacher preparation programs?
16. What, if any, linkage do you see between teacher/researchers and improved student learning?
17. Other comments or suggestions.

questions for teacher-researcher follow up interviews: LIAISONS

1. How would you describe your experience as liaison to the teacher-researcher project?

2. What kind of support did you offer the participant in your district?

   What support did the participant accept?

3. From your perspective, what was most difficult about participating in the program?

4. What was most rewarding?

5. How important was the $400 budget provided by NCREL?

6. Would you offer a project like this again to your teachers? Why, why not?

7. Would you recommend a project like this to other school districts? On what basis would you make such recommendations?

8. What expectations did you have for participants to share or use the results of their studies?

   Has this occurred?

9. What would you change about the program?

10 Does your district have any other programs or plans to support teachers in conducting classroom or district based research?

11. What obstacles are there to school districts wishing to support teacher-researcher programs?

    How can these obstables be surmounted?

12. Do you think the teacher-researcher role could act as an incentive for teachers to enter teaching, remain in their positions, improve their performance or feel increased professional status? Please elaborate?

13. Should research methods be a part of teacher preparation programs?

14. What linkage do you see between teacher/researchers and improved student learning?

15. Other comments or suggestions.

A Unique Peer-Based and District Funded Professional Growth Program for Teachers:

A Survey of Perceptions about the Impact on Their Work by Teachers Who Were Awarded Grants (1984-1989)

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Introduction

For over four years now, the Elmhurst, Illinois School District 205 has supported a unique professional growth activity incentive program available to its 400 plus teachers. Funds are set aside annually (about 50 thousand dollars). The awards support teacher requests for projects, experiences or ideas that they believe are valuable for their continuing individual professional and personal growth.

Application procedures are in place that funnel requests for funding through a review committee which has included the deputy superintendent, some principals, and several teachers from elementary, middle and high school levels.

Approximately each quarter of the school year teacher requests are anonymously reviewed. Funding is awarded or rejected on the basis of general guidelines associated with the program. (See Appendix I).

The application format includes both a supervisor and a peer supportive recommendation. Projects may not in any way involve academic credits leading to salary schedule advancement. Requests for assistance must be made in advance of the activity, not as reimbursement for a prior expenditure.

Teachers are asked that categories of growth fund requests reflect:

- in- or out-of-district consultant work
- attendance at a prestigious conference, convention, or educationally related activity
- a fully funded educational trip or study program either in summer or during the school year
- funding for a special project or instructional innovation
- provision for a temporary aide or research assistant in support of a teacher's educational efforts with students
- additional supplies and/or equipment considered in some way innovative, or
- other demonstrably educationally enhancing ideas or activities

The Professional Growth Fund (PGF) is set up in addition to other more traditional district teacher development option programs:

- academic credit and/or degree lane and step advancement on the salary schedule
- in-state and local area seminar and other meetings through budgeted department or building funds
- a "Salary-Plus Program" for top-of-schedule teachers to qualify for annual "bonuses" by completion of district organized in-service classes
- a recognition and performance based $1,000 honorarium program.

The PGF is unique in its individual and, therefore, more personal focus on self-formulated improvement goals. The request and review process for the PGF requires that each teacher carefully and convincingly reflect upon and present a rationale for strengthening teaching effectiveness. The PGF peer group reviews each teacher's proposal on the basis of its potential impact at the classroom level. The fund offers support to teachers whose needs have not been met by traditional curriculum development formats, teacher training programs, and across-the-board school district incentives.

Background

The first requests to the PGF program were accepted in fall, 1984. Twenty-one teachers were successful grantees. The program remains in place to this date (mid-1989) with the numbers of teachers receiving support as follows:

1985 (35)
1986 (32)
1987 (67)
1988 (65)
1989 (15, spring only)

The first awards in 1984 went to six elementary (from four schools), eight middle (from two schools), and seven high school (from one school) recipients. (See Appendix E).

1984/85 Awards Review: Individual Teacher Grants

Amounts of the first awards ranged from $145 to fund a high school archaeology class visiting artist performance to $537 for the purchase of first grade innovative mathematics techniques materials.

Roughly, the foci of these initial grants (Sept./Nov., 1984) were: one-third conference or meeting attendance; another third to bring performers or materials into classroom settings, and the remainder innovative or experimental, including:

- a project in which groups of second graders participated in a "one-room school house" activity
- an after school study hall/tutoring program established at one middle school
- a social studies "EARTH WEEK" project subsidized in high school

The spring and fall awards in 1985 escalated to include seven grants that exceeded $1,000 and the numbers of teachers with successful requests rose to thirty-five. (See Appendix B).

1986/87 Awards Reviews: Group Grants Begin

An overview of 1986 awards includes somewhat fewer convention attendance activities but an increase in the numbers of awards for activities submitted by groups of two or three teachers. Activities requesting substitutes to free up teachers for in-class activity were accepted. In one case, a Parent Awareness Program for kindergarten and first grade parents was funded twice, first (in September, 1986) for $1,600 and then, again (in November, 1986), for an additional $2,300. Materials, outside resource support, and teaching skills enhancement requests continued to receive support. (See Appendix C).

Of the 1987 award activities, nearly half of twenty requests accepted were submitted by groups of two or more teachers. Attendance at a variety of national conventions in specialized fields continued (music, science, coaching, etc.). Seminars or workshops were funded for teacher skills enhancement. (See Appendix D).

1988/89 Awards Review: Peak Then Decline

Of special note in 1988 was a $6,000 grant for expenses associated with a high school teacher whose coaching reputation earned an invitation to become the only high school coach on the 1988 men's Olympic track and field coaching staff at Seoul, Korea.

1988 saw fewer requests awarded to groups of several teachers. One group of eight high school teachers was subsidized (at $160 total) to attend the Metropolitan Math Club of Chicago Anniversary Dinner. Another group award (to fund a substitute for middle level teachers) supported research for a 1920s era special project ($220). Nine elementary teachers were awarded classroom aide assistance to implement a pilot program for 1988-89 on writing across the grades and curriculum ($3,500).

Of the 65 teachers receiving awards in 1988, nearly half had been successful awardees in prior years.

The funding for the sixty-five teachers who received awards in 1988 (40 awards, some divided) fell into these ranges:

1988 PGF Awards

Under $200	$201 - $500	$501 - $1,000	$1,001 - $3,000	Above $3,000
9	11	1	7	2

As of mid-year 1989, fourteen PGF Awards have been announced. This reflects the lowest number of awards since the first half year of the program. All have been individual teacher requests with the exception of a pair of teachers each attending in the one case, a National Math Convention, and, in the other, a seminar on "Cooperative Learning." Most other awards related to attendance at summer, 1989, meetings or workshops including:

- a University of Wisconsin Institute for Teachers of French ($2,310)
- a choral director's institute in middle school instruction ($690)
- a global studies institute ($730)
- a technology education conference ($816)
- a technical training institute program ($450)
- an American Library Association convention ($1,201)
- a workshop on reading and writing poetry ($560)
- a training session on computerized miking equipment ($552)

One elementary teacher will tour Alaska (summer, 1989) examining scientific and sociological areas ($3,627). Also, a high school drama teacher was granted collaboration time to prepare a musical score for a future production ($1,140).

Methodology

The central concern of the study was to learn if teachers who were successful in receiving PGF assistance perceived results from the experience that changed their classroom effort and/or interaction with students.

Of secondary interest was the opinion of those who were successful in receiving PGF grants as to why they thought the numbers of teachers applying to the program (averaging about ten percent of those eligible each of the five years of the program) were less than might generally be expected.

All teachers receiving PGF awards between fall 1984 spring 1989 were sent a ten question survey (see Appendix G). The information sought related to decisions to apply to the program, expectations for the activity, applications of the experiences to work with students, and opinions about the PGF program in general.

In addition, 15 awardees were selected for follow-up personal or telephone interviews. Five teachers from each of the school levels were contacted. Each had indicated on their survey form their willingness to discuss their PGF experience in greater detail.

Twenty percent of those surveyed returned the questions (40 out of 200). Those interviewed in the follow-up included five teachers each from elementary, middle, and high school levels. Additional interviews were conducted with the district superintendent and the director of instruction to obtain background information on the program. A telephone sample of 20 teachers who did not respond to the original written survey sought a brief "yes" or "no" reply to the questions.

A. Did the PGF experience meet your expectations? and.

B. Would you recommend PGF participation to others?

Survey Findings

1. How did you get information about the Professional Activity Fund Grant opportunity?

Routine home school and district information links provided most teachers with the basic guidelines for the program. Many read about it in school bulletins or district announcements. Ten cited references by principals in faculty meetings. A few, who did not pick up initially on the notices, were guided later by colleague discussion. One or two cited than an idea came up independent of consideration as a possible PGF grant. Group discussions also led to the suggestion to apply for funds through PGF.

2. What motivated you to apply for the Professional Growth Fund grant?

Responses fell about half and half into these two categories: first, an idea, or "dream," or "urge" to explore, plan, or participate in some teaching-related activity that had been deferred for one reason or another, usually financial; second, reference to a perceived "need," such as some skill or experience related to teaching or students that teachers said they felt needed attention, but because of time or money constraints had gone unconfronted or unexplored.

Repeatedly teachers cited professional activity they valued, but failed to act upon because they were sure no support would be forthcoming. Suddenly, as one teacher expressed it, he received a "rarely heard message: We've set aside money for you to grow professionally. What do you want to do? We'd like to help make it possible." At first, many teachers expressed skepticism. Soon, "news" of specific grants and the outlines of the activities became common knowledge. Several teachers stated that the postings of the awards and the collegial discussions about them motivated them to participate.

3. What benefit did you expect the activity would be for you and/or your students?

Respondents were most detailed in their replies to this question. It is one that each had to address in their successful request for funding. Expectations were wide-ranging. More than a few expressed, with strong conviction, that the experiences of teachers through this fund would enhance, expand, and improve the quality of teaching and learning in our schools. Some suggested that this was so obvious that requiring a written detailed statement about "expectations" was, at best, unnecessary and, at worst, suspicious and paternalistic.

While only six teachers specifically cited strengthened student achievement as an expected product of their activity, the implications for influence on students became more widely evident in responses to questions, 6, 7 and 8 (see related findings). "Living history," commented one teacher about an oversees study tour. Many expected dividends from "exposure to other teachers' views" gleaned from conventions, seminars, etc. Others cited "new skills", "exposure to current research", "reinforcement about methods", "information to keep abreast of my subject", "observation of newer equipment", "more effective demonstration techniques", "simple renewed enthusiasm", and "others' perspectives on student needs".

Awardees wrote of "meeting with giants" referring to persons of respected views and achievement, such as a nationally renowned researcher on "superconductivity," a federal government official, a musician or other performer.

Some wrote of expectations they had of themselves as teachers suggesting that the grants permitted them to "reassess" their knowledge for its relevance (or lack of such) for today's student needs. Needs were expressed to feel "refreshed" or "renewed" or "re-encouraged" about the tasks and the standards teachers were choosing for presentation in their classrooms.

Some were candidly cautious about "outcomes" of their activities. For example, one high school teacher whose grant released him to spend a week reassessing university expectations for the undergraduate study of English commented that he might be "hard pressed" to articulate the effects or application of the insights he gained. "They were subtle," he wrote, adding, "However, we must not undervalue quiet, subtle insights about what is valuable for our students ... and for us!"

Frankly, there was underlying frustration in the responses of six teachers to this "expectation" question. These teachers expressed that they felt a loss of dignity and/or respect when questioned "like children" as to motives for applying for this activity. Three stated they regretted that respect and trust of teachers appeared to be withheld in requiring each to "justify" the value of the activity. All teachers, another expressed, should be offered assistance as a given of their professional status, not "forced to compete for approval" or to condone rejection of others.

The perspective of the majority of those surveyed, however, clearly defined expectations as high. For all but a few, these expectations were met, or more often than not, exceeded.

4. What support did you receive for writing up and submitting your request?

Respondents by-and-large shared how important assistance with and support for their application was. About half (20) expressed initial concern (and, for three, some anxiety) about what they perceived as the "hurdle" of written justification and solicitation of peer and supervisor supporting recommendations. Most said they sought help by having peers read through requests for support or suggestions, discussing the request format with previously successful applicants, sharing the task with spouses, or soliciting advice from principals or department heads.

Five commented at length about how personally uncomfortable they felt soliciting support -- "Puffing one's self up" is how one teacher phrased it. Others added concerns about asking "already busy colleagues" to write recommendations. Two revealed that the hardest part of the process was, for them, prevailing on others to assist in gaining something for one's self.

Overall, however, most expressed gratification at the assistance extended and the satisfaction in reading so many supportive words in behalf of their proposal. However, enough uneasiness about the supporting recommendations aspect of the activity surfaced to prompt this researcher to reflect. It may be that among those teachers who have never applied (many perhaps with worthy activities in mind) the gathering of support (that is, sharing with others that you want support for an activity *for which you may be rejected*) is a significant deterrent to participation.

Keeping in mind that all survey respondents were successful in their efforts (some more than once), it is interesting that about one-quarter (10) expressed negative attitudes about the requirements of the application process. However, the majority of respondents were uncritical of the procedures, accepting the reasonableness of the justification of the activity by the applicant plus some involvement of others in a supportive manner. Most felt the "reward" for success was significant enough to overcome inevitable feelings by some that "It's too much work to go through to get something."

Teachers who received funding and who also, at some time, served as selection committee members were particularly supportive of the request procedures as they have been established and refined. Three committee members interviewed were unanimous in their comments that any cutting back on the few presently required application materials would be unwise.

5. In what ways did the activity meet your expectations for it? In what ways did it, if any, fall short?

Given the format for the Professional Growth Fund disbursement, it is not surprising that all but five teachers perceived that expectations for their professional growth were achieved. Awards, after all, are predicated on the reasonable expectation of the reviewing peers that the proposal will fulfill what its applicant has submitted as its potential benefits.

The enthusiastic comments expectations met and, often, exceeded, are a litany of praise in support of the PGF.

Elementary Expectations Comments

At the elementary level, activities were cited that carried over beyond the initial awardee experience. For example, the "one-room school house" demonstration unit begun by three teachers for their students was expanded over a three-year period as an experience for first graders in all district elementary schools. In another instance, a seminar experience in math instruction spawned the scheduling of some "Family Math Night Programs" at one school. One elementary social worker shared effective use of puppetry for improving communication with younger students.

Most awardees shared insights gained as a result of their grant in faculty meetings. One teacher's two week writing conference involvement at an East coast university was "not only the highlight of one summer, but of my professional life." She followed up with presentations at other elementary school staff meetings.

Responses were not without criticisms. These ranged from disappointment that one seminar was "less student-oriented" than expected; to another that the experience simply did not provide the expected "depth" for its subject. Another presentation was described as "perhaps too slick, too entertainment-oriented." One individual commented that the committee's decision to provide only partial funding for her request was disappointing when compared with other fully funded awards.

Middle Level Expectations Comments

Teachers at the middle level, too, were positive. Funding for additional software proved most valuable for two awardees. One foreign language area experience went beyond expectations with the teacher reflecting on some major shifts of instruction emphasis and materials presentation as a result of the review of her efforts with peers from many other states and schools.

Five middle level teachers lauded the added benefit of "getting to know the views of colleagues from sister district schools" and the "generally improved communication of middle level concerns" that the grants provided.

More requests for group projects were submitted to the PGF program by middle school teachers than by elementary or high school teachers. Although generally positive about the outcomes, two isolated concerns were expressed. In one instance, individuals in two groups felt misled about the focus of the growth activity. Two teachers expressed a feeling of greater district "dictated program goals" than individual teacher "perceived needs." Two stated that participation in the "award experience" was unexpectedly tied to follow-up committee assignments.

As this researcher read all the responses about "expectations and results" it became apparent that the most positive and detailed enthusiasm for the PGF opportunities came from either individual awardees or clearly innovative projects by two or three teachers. Assessments by teachers who participated in the PGF program as members of larger groups, say, five to ten or more teachers, tended to offer generally more vague or ambivalent responses to the experience.

High School Expectations Comments

High school awardees were virtually unanimous about expectations being met. A third (five) used "beyond expectations" in their comments, and most cited details. Study tours, conferences, and subject area meeting experiences prompted comments about sharing the excitement, stimulation, exposure to current ideas, exposure to recently developed new materials or different teaching techniques or demonstration methods. Not unexpectedly, those awarded substantial funding for study tours (Europe, Africa, Egypt, etc.) went into detail about the professional and personal value of each support. New approaches and materials for students were cited. Insights were mentioned that in many cases (six) led to deletions, additions, or adjustments to classroom teaching units.

More often than at the elementary or middle levels, high school teachers reflected on the fund's contribution toward keeping them abreast of the equipment, programs and student skills so closely related to their subject fields (chemistry, biology, vocational ed., physical ed., global studies, English language skills).

Several (eight) requests involved immersion in one way or another in higher education or vocational career track discussions or demonstrations which had immediate relevance to preparatory skills emphasis in high school courses.

6. Did the experience lead to any changes in your interaction with your students? Altered planning? New material? Different method? Discarding of previous materials? Other?

Unquestionably, responses to this survey question established that teachers in Elmhurst District 205 who have benefitted from the PGF feel the award has impacted positively on their activities and/or attitudes with students. Candidly, a few at each level answered "No" or expressed some skepticism or lack of evidence of change directly related to student learning or activity.

Overall, however, comments combined to create the strong impression that the PGF process of proposal, support, and review offers the strong probability of individual teacher growth. Given this focus, the corollary follows that tangible motivational and financial support for teacher conceived and initiated professional growth activities *will result in desirable adaptations in each teacher's control over his/her responsibility for student learning*. Twelve teachers stated in differing ways that the message is clear that the unique PGF program exists to support teachers who want to actively pursue enhancement of their insights and skills. These same teachers expressed a "boost" to their energies that the PGF generated. One teacher wrote: "At last this district is telling us that they trust us to want to improve our skills -- and that they'll help us to do it, *our way*!"

Does the PGF Award Affect Students?

Is the teacher effort and the peer and district support combining to strengthen what teachers have to offer students? The whole "answer" is perhaps the sum of the individual teacher perceptions.

PGF awardees perceived that they have extended what they learned in meetings and special events. As previously detailed in responses to questions 3 and 5, subjective comments point out that PGF awardees link their experiences to their efforts with and for students. Strategies for learning in their classrooms have changed in many instances: materials; pacing; group effort; process reemphasis; greater variety; turning to different models; altering demonstrations; listening to peer experiences; confrontation with one's own professional assumptions; first hand experience with places, people of note, history. All of these and more teachers have cited as benefits.

7. What feelings do you recall you had about the support and recognition you received for your activity? Did they transfer in any direct way to your planning and teaching of students?

Three out of four responding teachers (30) expressed profound appreciation for the support they received. Overall, these awardees expressed that much careful thought had gone into their decisions to seek the funding. About half (16) sought the counsel of others before going ahead. Doubts were expressed: "Would the district *really* grant monies as offered or was there some *hitch* somewhere?" "How can I *really* expect others to agree about the value of this activity?" "It's a lot of work." "What if I'm turned down?" "Even if I received the award will others view me as deserving or only greedy?"

Is the PGF Viewed as Supportive of Teachers?

For this researcher, interview comments suggested that two challenges were felt by teachers who opted to apply for PGF awards. The first was personal: Am I confident enough about the value of this activity and my own professional strengths to risk scrutiny by my peers? The second was institutional: Can the district (board and administration) respect and trust me enough to fund such a uniquely personal activity?

Answering the first question "Yes", the respondents applied for support. The success and recognition that followed (it appears from a full review of survey comments) dispelled any doubts about district commitment.

Is There a Transfer of the PGF Experience to the Classroom?

Teachers acknowledged the "work" that went into the process, but consistently stated that the results were "well worth it," "a pay-off in so many ways," " a source of positive feeling about the district", "pride about what the support said about the district's respect for its teachers," etc. One teacher summed up the response of many with the comment that "found after applying, receiving the award, carrying out the project, and experiencing the recognition and congratulations that accompanied it -- that this district has clearly demonstrated that, in Elmhurst, quality education is important."

Feelings others expressed were related to the uplifting of morale: "that I was somehow now offering more to my students", "that the recognition by others was sincere," and that "the whole building seemed to pick up on the enthusiasm I brought back!" One teacher admitted feeling "more respected by others now."

Recognition and success were not without some few discordant notes. One teacher, although he was enthusiastic about his personal growth from his activity, expressed reservations about the notoriety, congratulatory comments, and the "hype" surrounding his award. He felt that these awards force teachers to "puff themselves up ... (which is)

... a dangerous activity ... since one's pride and aggression must be salted with humility." In contrast, another teacher complained that she "was disappointed that I was not asked, as were others, to make presentations on my experience." One or two shared awareness of "sour grapes" comments about their awards that found their way back apparently from other teachers who were critical of the program's funding "when other areas go begging."

A half dozen brought up feelings associated with knowing there were teachers close to them whose requests had been rejected; however, all reflected that the possibility of failure was known to all and that there was no restriction on reapplying in the future.

8. What responses did you receive from colleagues about your initiative? Would you encourage others to participate in a Professional Growth Activity?

All the respondents felt that other teachers should consider the PGF for their professional growth. Obviously, this speaks well for the value they placed on their own experience.

While colleague response to their activity and its support was overwhelmingly congratulatory and supportive, some awardees showed awareness that their participation and success prompted some criticism.

One cited pangs of discomfort with others who, she felt, now viewed her as in "the received merit pay box." Another noted understandable variance in the degree of response among teachers who "got" and those who "did not."

Three teachers expressed their greater sensitivity to negative comments about the PGF program following their success. Generally, these respondents expressed surprise and bewilderment that teachers could still cling to notions such as: "Why try? It's all political." Or, "What a waste when money is needed for so many other things." Or "PGF is just another district controlled merit program with hurdles that only the same eager beavers will overcome."

To the credit of the PGF program, these "growing murmurings" (as one teacher called them) were smothered early by appreciation and praise for what PGF was encouraging and, in effect, accomplishing. One formerly skeptical teacher acknowledged a change from past discouragement with, "There's hope for the district!" Several others expressed how appropriately (to them) the PGF opportunity was bringing together teachers to discuss what the awardees were doing, and, in the future, what they might propose. One cited "teams" being formed as a "spin off" of PGF activities stimulation. The numbers of teachers who shared that they conceived their activities with the counsel and encouragement of a peer indicates a creative and motivating momentum among those accepting the PGF opportunities.

Those who encouraged others to apply reflected that the PGF was "unique" and the "envy" of teacher friends in other districts. One awardee thought teachers ought to be "required" to participate!

One qualifier that surfaced frequently in the survey was that those being encouraged to apply must be made aware "up front" that it takes effort to apply, that there is opportunity for both conventional and creative ideas, *but that the possibility of rejection is there.* Ten respondees, in differing ways, stated that if a teacher "cannot, from the very start, accept the possibility of rejection that they simply should not apply."

As one teacher summed it up: "The perk is there. The funds are there. Use it. Too many of us just sit on our hands, or complain, or say we are too busy, or are afraid to take any kind of risk. Too bad."

9. From your experiences what do you think causes fewer teachers than might be expected to apply for Professional Growth Funds? What further encouragement or procedures might increase the numbers of teachers applying to the program?

Responses may be divided into two categories. First are practical or procedural causes that may put off some teachers. These causes appear to be most easily remediated, if there is a drive to do so. Second are attitudinal causes suggested as possibly inhibiting some participation. These causes, all subjective, appear to be far more difficult to moderate.

Practical Causes for Non-participation in the PGF Program

Half the awardees (20) commented that the time and effort required by the PGF application procedure is, perhaps, a deterrent for many teachers. Ten followed up this comment by acknowledging that the effort, though considerable, was well worth the "reward". Those several who added details on this point were equally divided with references to deserving but "too busy" teachers and those colleagues who, they felt, were just too "lazy" to make any effort, whatever the procedure!

Most respondees suggested that "lack of information" may be a factor. Comments acknowledged that, with few exceptions, all teachers have been well-informed that the program exists; however, many awardees suggested that they feel many of their colleagues have limited knowledge of the range of activities that could be submitted for PGF consideration.

Attitude Causes for Non-participation in the PGF Program

Speculation was varied with no one teacher attitude about the PGF program receiving more than two or three references. One exception which will be cited last.

It was suggested that some teachers who choose not to apply do so because they question the premise of the program, i.e. that the activities promote individual professional growth which may be expected to affect teacher interaction with students in some positive way. Others cited adherence to the "status quo," i.e. commitment only to what is "known" not "new." A few linked teacher objection to any program that carries "even a hint" of "merit selection" with it to the refusal of some to participate. Others said they had overheard comments to the effect that the process demanded an "unacceptable measure" of "puffing one's self up"; that the format was bureaucratic "begging"; and, that requiring colleagues to support the requests was "awkward."

The cause for non-participation that appeared on about half of the surveys was "the inability to overcome the fear of rejection." Repeatedly, the awardees referred to both their own struggles (about a dozen) to go ahead with the request. They acknowledged the considerable risk that it might be viewed as "unworthy." They perceived the inability of other teachers to overcome such anxiety.

Suggestions for Encouraging More Teachers to Participate in the PGF Program

Overriding in frequency all other suggestions for possibly drawing more applicants into the program was a call for expanded sharing of PGF awardee experiences with departmental and school colleagues. Respondents with suggestions (29) cited that they were motivated to apply by background information or encouragement from a colleague or supervisor. Several alluded to the excitement that is generated from the activities and that their own interest was fueled by learning or hearing about awards to others. It was acknowledged that each PGF activity has been shared in a variety of ways; however, there was some feeling expressed that the outcomes of "big ticket" awards (trips abroad, for example) should be shared more extensively. Six awardees suggested that the "range" of materials and classroom project awards needs more detailed circulation and definition.

Other comments ranged from one that pointedly stated: "Require that teachers apply!" to: "Teachers become less shy about telling others about the great things they're doing."

Conclusions

This researcher's evaluation of the survey's written responses and his follow-up conversations is that the unique Elmhurst District 205 Professional Growth Fund Program has been perceived by teachers as meeting its goals and the needs of the applying teachers well.

This overall conclusion is drawn from the following evaluation of individual questions posed:

1. The application process is sound. Criticism of the effort required to submit a written rationale plus two supportive recommendations is outweighed by many more comments from teachers who understand and accept the need for these statements. The process is peer-selective and peer-evaluative, not a source of funding support that is unqualified.

2. Teachers are aware of the PGF's availability. They are being encouraged by supervisors to keep it in mind as a resource and are aware, generally, of the periodic announcements of the awards. Some teachers remain uninformed or uncertain of the full range of possibilities that PGF presents.

3. The fact that the PGF is selective is objectionable to some teachers.

4. The teachers who receive awards experience a strong sense of pride in the recognition. Respect for the District's commitment to a wide-range of support for pro-active teachers is enhanced.

5. Teachers perceive direct and indirect benefits in their efforts with students as a result of the PGF experiences.

6. Some teachers are disappointed that more of their colleagues do not participate in the opportunities that the PGF opens up.

7. Many teachers accept that commitment to personal professional growth among colleagues varies greatly. They point out it is of greater significance that the PGF represents a unique district commitment available to all. Beyond PGF each teacher has a variety of other staff development options from which to choose.

8. Those teachers who have not chosen to participate in the PGF may:

   - have philosophical objections to competing for PGF support
   - lack commitment to take the time or make the effort to apply
   - have fulfilled their needs through other district staff development offerings
   - feel threatened by the possibility of rejection

9. The PGF support of teacher group activities has increased the overall numbers participating.

10. Group PGF activities may generate somewhat less positive feelings about expectations met than individual teacher experiences.

11. Those responding to the survey confirmed solid teacher support for the PGF program. Those teachers not responding to the survey who were later asked to briefly comment, likewise answered that the experience "met their expectations" (19 of 20). All 20 said they would recommend the PGF opportunity to other teachers.

Recommendation

The information gathered by this survey may serve as a base for further review of the PGF program as it now begins its fifth year.

Appendix

- School Level Participation
- 1985 Awards
- 1986 Awards
- 1987 Awards
- Professional Growth Fund Awardees
- Professional Recognition Fund Awardees
- Professional Growth Activity Survey
- Professional Growth and Recognition Fund Committee

SCHOOL LEVEL PARTICIPATION

Year	Elem	Middle	High
1984 (fall only)	6	8	7
1985	7	11	17
1986	10	5	17
1987	14	36	13
1988	21	16	28
1989 (spring only)	4	1	10
Totals-to-date	62	77	92

1985 AWARDS

Awards above $1,000:

- an American Museum of Natural History sponsored three-week research expedition to the Galapagos Islands ($5000)
- attendance at a University of California Institute on Grehestrand Conducting ($1,208)
- participation in a study tour sponsored by the National Historical Society on "The Fall of Berlin" ($3.090)
- participation in Purdue University's foreign language study tour in Spain and Portugal ($3.000)
- a materials and training workshop for improving understanding or primary student social and emotional behavior ($1,336)
- funding for monthly fine arts presentations at elementary schools on the theme "U.S.A. Today" ($1,200)

Convention attendance:

- National Conference of Ceramic Art
- National Science Teachers Association Convention
- American Industrial Arts Conference
- National Business Education Convention
- Composition and Communications Skills Conference
- International Reading Association Conference
- Computer Drafting Conference
- Smithsonian Writing Conference
- Illinois Mathematics Association State Convention
- Conference on Computers and Learning/Reading Difficulties
- Adler Institute Art Counseling and Therapy In The Schools Conference

Remaining activities funded for outside resources or materials. i.e.:

- Irish Folk Dance Group
- calligraphy materials
- software for disabled students
- materials for teaching sculptures, ceramics, painting
- specialized reading materials
- AV and other materials in safety and first aid
- materials for preparation of unit on "Africa South of the Sahara"
- visiting professional musicians
- materials and funding for middle level, after-school study skills assistance

1986 AWARDS

Materials:

- software
- visiting musicians in choral classes
- K-5 interrelated arts materials
- photography materials
- research on middle level student voice patterns
- development of a week-long unit on racism.

Elementary dramatics:

- Two elementary awards for creative drama activity ($2.400 at one school and $1,000 at another.)

Larger Awards:

- for an Educational study trip to Kenya ($3,000).
- a bilingual, native born aide, two periods a day for an extended period in advanced Spanish classes ($1,500).
- substitute monies set aside for a group of four high school art instructors to be free periodically so each could work as an artist within classes providing modelling for students ($750).

1987 AWARDS

Conventions and Seminars:

- instrumental instruction ($263)
- mathematics instruction ($1,110)
- the teaching of talented high school students (English) ($525)
- chemistry instruction ($1,250)
- social studies instruction ($473)
- neuropsychological workshop for LD students ($300)
- writing instruction for kindergarten students ($1,029)
- vocal music instruction ($915)
- Cooperative Learning Group Instruction ($470)
- counseling middle level students ($198)

Group Activities:

- 8 middle teachers to attend a one day Outdoor Education Program at Loredo Taft ($375)
- 4 teachers to a conference on "Excellence in Middle School Education" ($1,520)
- 5 teachers to a "Middle School Institute" ($2,280)
- 12 elementary teachers to a TESA Workshop for improving student achievement ($1,620)
- 6 middle teachers to the Timber-Lee Outdoor Education center ($32 plus subs)
- 5 middle teachers to a "Rainbow For All Children" Program ($2,000)

Awards Above $2,000:

- a middle level foreign language teacher who completed the All-Language Program offered by Dartmouth College ($2,500)
- a high school art teacher who accompanied a University of Chicago Egyptologist to study Egyptian Civilization and art forms ($3,249)

PROFESSIONAL GROWTH FUND AWARDEES*

E = Elementary, K-5 MS = Middle School, 6-7-8 HS = High School

	1984 (fall only)	1985	1986	1987	1988	1989 (spring only)
Fischer E	1	-	-	1	3	-
Edison E	2	2	6	-	2	-
Emerson E	2	-	-	3	1	1
Field E	-	1	1	3	1	-
Hawthorne E	1	-	-	2	-	2
Jackson E	-	-	2	2	10	-
Jefferson E	-	1	1	2	1	-
Lincoln E	-	3	-	1	3	1
Bryan MS	-	3	-	5	2	1
Churchville MS	1	3	-	10	4	-
Sandburg MS	7	5	5	21	11	-
York HS	7	17	17	13	28	10
Other				4		
District totals	21	35	32	67	65	15

*figures reflect numbers of teachers singly or sharing funds as a group.

PROFESSIONAL RECOGNITION FUND AWARDEES*

E = Elementary, K-5 MS = Middle School, 6-7-8 HS = High School

	1985	1986	1987	1988	1989
Fischer E	-	-	-	-	-
Edison E	-	-	-	-	-
Emerson E	-	-	3	1	1
Field E	-	-	-	-	1
Hawthorne E	1	-	-	-	2
Jackson E	-	-	-	-	1
Jefferson E	1	1	-	-	1
Lincoln E	-	-	-	-	-
Bryan MS	1	-	1	1	2
Churchville MS	-	1	1	-	3
Sandburg MS	2	1	1	1	1
York HS	3	6	6	7	5
Other				1	
District totals	8	9	9	9	22

*Note: The Professional Recognition Fund is not the subject of this research. The Professional Growth Fund is. Awardees on this chart received $1,000 honoraria on the basis of their cumulative contributions as teachers in the district. In 1985 through 1988 staff were invited to nominate themselves for recognition, providing supportive materials from peers and supervisors. The higher number of honoraria in 1989 reflects that an effort was made to invite others to nominate peers for recognition. Nominees were informed if their names were brought forward by others which, presumably, encouraged more teachers to seek recognition.

NCREL RESEARCH SURVEY
ELMHURST DISTRICT 205. PROFESSIONAL GROWTH ACTIVITY PARTICIPANTS
1984-1989

NAME (optional): ______________________________

LEVEL OF TEACHING: ☐ Elementary (Grade ______________)

☐ Middle School (Subject(s) ______________________)

☐ High School (Department ______________________)

EXPERIENCE: Total ______________________________

District 205 ______________________________

Interview: I would be willing to discuss my experience in greater detail in a 15 minutes telephone or interview session ☐ Telephone number

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PROFESSIONAL GROWTH ACTIVITY SURVEY

Please use back of sheets for lengthier responses.

1. How did you get information about the Professional Growth Activity grant opportunity?

2. What motivated you to apply for the Professional Growth Activity grant?

3. What benefit did you expect the activity would be for you and/or your students?

4. What support did you receive for writing up and submitting your request?

5. In what ways did the activity meet your expectations for it? In what ways did it, if any, fall short?

6. Did the experience lead to any changes in your interaction with your students? Altered planning? New material? Different method? Discarding of previous methods or materials? Other?

7. What feelings do you recall you had about the support and recognition you received for your activity? Did they transfer in any direct way to your planning and teaching of students?

8. What responses did you receive from colleagues about your initiative? Would you encourage others to participate in a Professional Growth Activity?

9. From your experience what do you think causes fewer teachers than some might expect to apply for Professional Growth Activities? What further encouragement or procedures might increase the numbers of teachers applying to the program?

10. Please add any additional comments you wish to share about your Professional Growth Activity experience, anecdotal or otherwise, on its meaning to you as a person, a teacher, and an active, caring model for students.

PROFESSIONAL GROWTH AND RECOGNITION FUND COMMITTEE
Results of Meeting September 18, 1984

NAME	ACTIVITY	AWARD	
Sandburg	Professional folk musical group to perform for guitar classes to demonstrate skills taught to students at Sandburg	$175.00	Perf.
Conrad Fischer	Mathematics materials needed for innovative techniques taught to first grade students at Conrad Fischer.	$537.00	Dist.
York	The purchase of a Pkaso card to enhance teaching techniques to computer programming students at York High School.	$140.00	Dist.
York	Provide attendance at the National Biology Convention at Purdue University, Nov. 8-11, and fully fund all expenses as well as providing a substitute while not in school. The cost of the substitute is not a part of this award.	$230.00	Conv.
Churchville	Provide attendance at the National Biology Convention at Purdue University, Nov. 8-11, and fully fund all expenses as well as providing a substitute while not in school. The cost of the substitute is not a part of this award.	$230.00	Conv.
Sandburg	Partially fund tuition for course work needed for reading certification even thought he has been "grandfathered" prior to the change of requirements by the Illinois State Board of Education. No advancement on the salary schedule or degree will result from these courses.	$465.00	Tui.
Hawthorne Emerson Emerson Edison	Provide a one room school house activity for grade 2 students at Hawthorne as a part of the social studies curriculum. The cost of transportation of students is not a part of this award.	$428.75	Exp.
York	Developmental work related to computer instruction in the area of foreign language at York High School.	$360.00	Tch. skills

D. Peer Recommendation

A letter of support from a peer should cover two basic points:

1. support of the individual.
2. support for the growth activity (Growth application only).

Note: In order to maintain the anonymity of the applicant, the applicant's name should not be included in the narrative.

E. Time Table

1. A notice will be published at the beginning of the year noting the dates of the eight monthly committee meetings. Also listed will be the dates for proposal submissions for consideration. There is generally a week's delay between the submission deadlines and the committee evaluation. This allows members of the committee to read the proposals.
2. Applicants should not request any proposal for which financial assistance or release time is needed prior to two weeks after the committee decision.

F. Additional Notes

1. In the event that a project involves more than one teacher, only one statement of the project is needed. But each teacher should write a self-statement and should have a separate application page, supervisor's recommendation and peer recommendation.
2. The staff development office and personnel office are more appropriate for applications dealing with either academic credit programs or in-state conventions and meetings.
3. All applications will receive a letter of acceptance or rejection (or in a few cases a qualified acceptance) within a week after the committee meeting.
4. If an application is accepted, financial arrangements will be explained in a memo attached to the acceptance notice.
5. Non-tenured teachers are not eligible to apply.
6. Precedent has been established that requests to transport students out-of-state are not the domain of this fund.
7. Precedent has been established that requests for capital outlay expenses (equipment) are not the domain of this fund unless uniquely linked to innovative teaching ideas.
8. This application form will:
   a) be anonymous for growth application - self-statement, principal recommendation, and all peer recommendations should not include the name of the applicant.

   b) not be anonymous for recognition application
9. Honorarium
   A nominating committee will be formed consisting of at least six teachers, or retired teachers, and at least one administrator. This committee will accept nominations for the honorarium from any District 205 employee. The committee will not act as a screening group, but rather an information gathering group. The committee will be responsible for conducting interviews with the nominees, helping them prepare the self statement, and being sure the application process is complete. The completed application packets will then be submitted to the Professional Growth and Recognition Fund Committee for final action on all those applying. Applicants may also self nominate as they have in the past.

PROFESSIONAL GROWTH AND RECOGNITION FUND
Elmhurst Community Unit District #205
Professional Growth Application Procedures
1989 - 1990

I. Purpose

The purpose of this program is to encourage the development of innovative teaching ideas and to provide recognition for the distinguished teachers of Elmhurst Community Unit District 205.

II. Procedures

A candidate for the Professional Growth and Recognition Fund must follow **completely** the instructions below in order to be considered.

A. Self Statement - Growth Application

The candidate must write a self-statement which includes:

1. the nature of the project being requested and its value to the individual teacher, the department and/or the students.
2. a list of the dates the project would occur, if applicable. (Note: Projects should not begin until **at least** two weeks after the Professional Growth Committee meets.)
3. a statement as to whether a substitute will be needed.
4. a detailed, itemized list of expenses which the candidate is requesting. If there is trouble with receipts or documentation, it should be so noted.
5. Xerox copies of support materials explaining the project in detail are encouraged.

Note: In order to maintain the anonymity of the applicant, the applicant's name should not be included in the narrative.

B. Self Statement - Recognition Application

The candidate must write a self-statement which includes:

1. a review of past accomplishments in education.
2. a summary of the current year's distinguished service.

C. Principal/Supervisor Recommendation

A letter of support from a principal/supervisor should cover:

1. support of the individual.
2. support for the growth activity (Growth application only).

Though not writing the recommendation the principal should have been informed of the application.

Note: In order to maintain the anonymity of the applicant, the applicant's name should not be included in the narrative.

Mentorship Potential as Viewed by Practicing Teachers:

Panacea or Another Fallacy?

Patricia S. Adams
Ansel Elementary School
Marshall Community Schools
Marshalltown, Iowa

INTRODUCTION

The isolation of teachers is a well-documented phenomenon. Where is the logic in assuming teachers can be trained once and for all by graduating with a teaching degree and assigned to a classroom for the bulk of their career with only brief excursions out for inservice education often provided by those who have not taught in an elementary or secondary classroom for a decade? or two?

Schools need to become professional communities of support systems with space enough for teachers to grow as professionals. Growth and development for students and teachers need an idea-rich environment in which to flourish. Teachers have much to offer each other, but such contributions are not easily made when in isolation. Teachers need to be "de-isolated."

The concept of mentorship is not new; however, current literature indicates the popularity and tremendous appeal of the topic to educators. Mentorships can be powerful relationships with rewards beneficial to individuals, school systems, and the field of education as a whole. Not only can it insure qualified teachers and career advancement, strengthening teaching as a profession, but school systems and communities can be mutual beneficiaries with satisfied employees, students, and parents.

"I see a significant difference in how teachers will work with students and each other," states Dr. William Lepley, Director of the Iowa Department of Education. Teachers must be encouraged to be mentors to new teachers and to be coaches to their peers. It is important that programs do not "pit" teachers against one another. This will allow teachers to be the best and brightest and remain in the classroom" (Des Moines Register, 1988).

The term mentoring has been used to describe a variety of functions. As yet, no commonly accepted meaning of the term has been developed. The Marshalltown Community School District has studied the teacher leadership role through a two-part mentorship program. The Marshalltown Mentor Program was established in response to a 1985-1986 cooperative study with the University of Northern Iowa. The initial study was financially supported by a federal grant from the Fund for Improvement of Postsecondary Education plus funds from Iowa's Department of Education to study changes taking place in the field of education which encouraged teachers to assume new roles and responsibilities beyond classroom teaching. One part of Marshalltown's mentor program involves experienced teachers from the district functioning as mentors for acclimating newly employed teaching staff into the district's practices; the other focuses on professional classroom practices relating to the career development of both the newly employed and experienced teachers.

Although the literature in the field is prolific, the actual establishment of formal mentor programs in school systems is a recent phenomenon. As a result, the development of research-based projects has been slow. Information is needed about the perceptions of mentorships by practicing teachers.

PURPOSE OF THE STUDY

This research project specifically studied the following:

> Do practicing teachers find that mentorship programs increase teaching effectiveness, stimulate professional growth, encourage a professional support network, and alleviate burn-out?

METHODS AND PROCEDURES

This research study was concerned with perceptions of practicing teachers who have participated in a mentor program. The points of major interest addressed were instructional effectiveness, professional growth experiences, isolation and collegial interaction, and revitalization.

The data was collected by surveying the members of Marshalltown Community School District's Mentor Team.

A limitation of the study is the absence of a validated instrument which defined the major aspects of mentoring to practicing teachers. This necessitated the construction of an instrument to be used in the survey process. A limitation of the instrument was the possibility of responders interpreting the statements differently than intended by the researcher. A further limitation of the study was the size of population surveyed - the thirteen practicing mentor teachers in Marshalltown at the time of the study.

Selection criteria for inclusion in the instrument were issues addressing instructional practices, professional growth, collegial networking, and alleviating burn-out. Before the instrument was mailed to the respondents, a letter was sent advising them of the survey's arrival and a cover letter explaining the project accompanied the survey instrument (see appendix).

The data was recorded as percentages in table format under the categories identified in each section (A-J) of the survey instrument (see appendix). Responses from Section A were used to describe the participants in the survey; responses from Sections B-E were used to describe the mentor program in which the respondents participate. Sections F-J were used to answer the question posed by this study.

LITERATURE REVIEW

A Nation at Risk, captivated the thinking and conscience of the American public as well as the political leadership. The debate about how best to prepare and retain skilled teachers for the 21st century has focused new attention on the concept of teacher career development. The current reform movement appears to have greater strength and support than earlier attempts. Current movements contain the important characteristic of career development encompassing the entire career spectrum, beginning with admission to a teacher preparation program and continuing through retirement. It is recognized that during the various stages teachers have different personal and professional needs (Johnston, James; 1986).

> We cannot live the afternoon of life according to the programme of life's morning; for what was great in the morning will be little at evening, and what in the morning was true will at evening have become a lie. (Jung, in Krupp, 1987)

An adult's concept of self and the world changes with aging. People at different ages and stages commit discrepantly to career, professional development, and job-related growth. Adults in the second half of life perceive the world of children, tests, grades, discipline, staff development, and curriculum differently than they did when they were in their 20's or 30's. Mature professionals are different than students preparing for careers in education or neophyte teachers trying to master basic skills to survive socialization into the profession. Such mature professionals, many of whom are past the halfway point in their careers and already possess advanced degrees and lifetime certificates, are seeking a much broader array of educational and self-awakening opportunities. Personnel in education see the effect more today because of the increased age of teachers. The average age of teachers has risen four full years in the last decade, from 34 to 38 (Krupp, 1987).

A common difficulty facing mature teachers is the horizontal nature of the profession. Unlike business executives, teachers have "nowhere to go" and loss of energy with age can make teachers less, rather than more, successful over time (Weber, 1987). "Moving up," however it is defined, just is not an option for most teachers. If experiences are repetitive, where is the possibility of intellectual and personal growth? (Sprinthall, Lois, Norman; 1987). The inability to control and direct the events that affect their lives, achieving success at work, and change in the workplace creates stress in teachers' lives. One suspects that these stress points impact us all, but they are particularly salient for those whose occupational rewards are ambiguous and whose occupational status is undefined. (Wagner, 1986) How good would a law firm be if attorneys were given manuals on how to apply the law, told how many minutes to spend on each case, and had no say in who their partners were. Teachers have the same need for ownership of their work, without which they feel robbed of career growth that a professional desires from a lifetime career. Professional advancement in the form of expanded career opportunities are powerful tools for keeping valued employees; however, teaching has traditionally been different from other professions in that job assignments and working conditions remain the same from entry to retirement. Teachers have been able to advance professionally only by leaving the classroom to assume non-teaching positions as administrators or supervisors (Busching, Rowls; 1987).

Pressures from many sources -- special needs students, more accountability for effectiveness of teaching, more knowledge concerning application of new technology -- make teachers wonder if remaining in the profession is worth the effort. Teachers become personally and professionally discouraged. The psychological pressures ultimately have a negative effect upon the quality of their teaching. Pressured and harassed, teachers can easily lose a sense of professional identity, mission, and role (Boy, Pine; 1987).

Teachers do not have much history of asserting their knowledge and skills outside their classroom sphere of influence. Historically, educators have seldom drawn from other educators in their midst to enhance their professional behavior even when peers had excellent knowledge or skills (King, 1986). Bruce Joyce's central theme has been isolation of individual teachers and the resulting failure of teachers to develop a repertoire of effective teaching strategies. Dan Lortie (1975) calls this a weakness of teaching as a subculture (Weber, 1987). Because teaching is so often an isolated activity, teachers over the years of their career tend to fall into narrow perspectives of their work, lose their capacity for curriculum and instructional change, burn out prematurely, leave the field of education, or perhaps lose their fervor and become ineffective (Sprinthall, Lois, Norman; 1987; Busching, Rowls; 1987).

Education works best in schools which create working environments that facilitate teacher interaction and foster the sharing of ideas and insights. Effective schools are dominated by a culture of cooperation. Today, that culture is a rarity. That is why mentor teacher programs are welcome innovations (Futrell, 1988).

Mentoring, an old concept, is the establishment of a personal relationship for the purpose of professional instruction and guidance. It can be traced to Odyseus' decision to allow his son Telemachus to be educated under the wise guidance of a man named Mentor. Its present usage is found in many professions, large industries and businesses. Historically, it has functioned in a volunteer and informal fashion. Mentors become mentors in order to pass down their accumulation of information to the next generation. In recent years, organizations have attempted to formalize the traditionally informal mentor-protege relationships report enthusiastic support of organized mentoring programs (Office of Education; 1986).

Mentoring can be an instrument for acclimating new teachers into the teaching profession and easing their transition into the world of educational practice. A pervasive and positive outcome of such induction programs is the impact of mentoring on the mentor. It is a way to provide new and important outlets for members of the profession whose own careers are on the threshold of change. It helps to achieve "generativity" rather that "stagnation." Mentoring provides the opportunities to share the responsibility for teacher career development among groups who possess the knowledge, skills and attitudes necessary to assist the beginning teacher. It allows teachers to renew and enlarge their contributions to the profession. Mentoring meets the needs of people at two stages of life, a need to find meaning and a need to share it. Young teachers need help in entering the profession, and they also need role models and counselors throughout their careers. These needs coincide with the needs of experienced teachers to nurture and find meaning (Johnson, James; 1986; Weber, 1987).

Programs which use mentoring as a general approach to staff development professionalize the mentoring process by training senior teachers as "master teachers" to instruct other teachers (beginning and experienced) in advancing instructional techniques and classroom skills. The trained mentor is assigned a group of "proteges" with the responsibility for curriculum development and the exploration of new instructional techniques (Office of Education, 1986).

Mentors gain satisfaction being able to transfer skills and knowledge accumulated through extensive professional practice. Knowledge of this sort is frequently not disseminated in teacher preparation programs and otherwise might be lost entirely unless rediscovered by each beginner. The questions from beginning teachers provide opportunities for mentor teachers to re-examine their own classroom practices and the effects of their instructional teaching techniques on the teaching/learning process. The school district benefits both directly and indirectly from mentoring programs. A school which enthusiastically welcomes and initiates beginning teachers to active participation in the educational process potentially increases its teacher retention rate. Involving experienced teachers in the programs and providing them the opportunity to pass on their expertise further demonstrates long-term professional interest in the faculty and provides an environment conducive to lifelong professional careers (Office of Education, 1986).

Most programs using teacher mentoring are less than seven years old. Long term objectives, retention of exemplary teachers and development of less experienced ones, have had insufficient time to be realized. However, surveys of perceptions conclude that mentors do appreciate the opportunity to and to pass their accumulated expertise on to other teachers. Judy Arin Krupp (1984) reports that mentorships cause experienced teachers to draw a connection between their sense of self-worth and their role in helping young people (Weber, 1987).

As a part of a broad effort to improve teaching as a career, new initiatives need to be taken to improve communications among teachers and increase cooperative efforts in school. Research shows that these efforts can bring about changes that benefit both new and experienced teachers (Weber, 1987). Professional development of this nature will make the school a learning place for both the novice and the master teacher, thereby enhancing the school as a learning place for students as well (Bowers, Eberhart, 1988).

ANALYSIS OF DATA

The composition of the mentor teachers in Marshalltown is described by responses to the first section of the survey. Generally, these teachers have entered "middle age", have considerable experience as educators, and have education beyond the B.A. Specifically:

- The respondents were close to evenly divided between elementary (K-6) teachers (46%) and secondary (7-12) teachers (54%).
- Their educational background ranged from B.A.+ to M.A.+ with secondary respondents more likely to have an M.A. or hours beyond.
- A majority of the respondents were between 40 and 50 years of age.
- Minimum years of teaching experience were 11 with half of the respondents having more than 21 years.

Respondents were asked to provide information how much time was devoted to various aspects of the mentor program. It is interesting to note that these mentors reported spending more time each month on preparation for their role than they did in working with the protegees assigned to them. Specifically:

- The majority of respondents had been in a mentor role for at least two years.
- Compensation in the form of separate financial reimbursement was received by 92% of the respondents. No respondents received advancement on the salary schedule, reduced instructional load, or released time from extra duties.
- All respondents indicated spending between 10-24 hours per month in preparation to participate as a member of the mentor team.
- All respondents indicated they were involved with the person assigned as their protegee four or five hours a month.
- A majority of respondents were involved at least 10-14% of their mentor time orienting, supporting, encouraging, advising, and promoting improved instructional practices of "incoming" teachers.

All respondents felt their ability to interact with learners and colleagues, dedication to classroom teaching, ability to be reflective and analytical about their own teaching, and willingness to share time, resources, and information with colleagues were of "average" or "great" importance in their initial selection as part of the mentor team. Eighty-three percent of the elementary and 43 percent of the secondary respondents felt their self-confidence was of "average" or "great" importance in their initial selection. All elementary respondents and 72 percent of the secondary respondents felt their credibility among their colleagues and their knowledge in subject matter was of "average" or "great" in their initial selection. Twenty-nine percent of the secondary respondents ranked knowledge in subject matter of "average" importance, while 71 percent ranked it of "little" importance in their initial selection as a part of the mentor team. Gender was ranked of "no" or "little" importance in their initial selection by all respondents.

All respondents indicated expanding their own sense of competency as of "great" importance in remaining a member of a mentor team. The opportunity to provide leadership in the district's educational plan and the opportunity to expand their repertoire of teaching techniques and classroom skills were factors of "average" or "great" importance to all respondents in influencing their decision to remain a member of the team. Seventy-one percent of the secondary and 33 percent of the elementary respondents indicated monetary remuneration as of "average" or "great" importance in influencing their remaining a member. All secondary and half of the elementary respondents ranked recognition from those in leadership capacity as of "average" or "great" importance. Eighty-six percent of the secondary and 50 percent of the elementary respondents felt increased professional respect from colleagues as of "average" or "great" importance as a factor in remaining a member of the mentor team.

All respondents indicated the possibility of having a greater role in activities which can affect the quality of the instruction in the district, the opportunity to re-assess and revise their own instructional skills, to have a part in advancing the professional development of colleagues, the opportunity to interact on a professional basis with colleagues, and the opportunity to transfer classroom skills and knowledge accumulated to a new generation of incoming teachers as of "average" or "great" importance to a prospective or new member. All secondary and 67 percent of elementary respondents indicated increased professional respect from administrators was of "average" or "great" importance to prospective or new members.

All respondents observed in themselves an "average" or "great" amount of positive change in all listed areas as a result of taking part in the activities of the mentor team. Ninety-two percent of all respondents observed in themselves "great" positive change in their skills in structuring for better student success and their willingness to risk new teaching behaviors. Eighty-six percent of the secondary and 50 percent of the elementary respondents observed "great" positive change in their level of productivity and in their self-respect.

All respondents indicated that classroom teachers would be "more likely" or would "certainly" seek additional leadership roles and feel their classroom efforts were making a significant contribution to the school's efforts as a result of participating in a program such as a mentor team. All respondents felt classroom teachers "might" or would be "more likely" to continue further formal education. All elementary and 50 percent of the secondary respondents felt as a result of participating in a program such as a mentor team, classroom teachers would "more likely" or "certainly" view classroom teaching as a lifelong career. Eighty-five percent of the respondents indicated classroom teachers "might" or would be "more likely" to be attracted to careers within education but outside the classroom sphere.

IMPLICATIONS

This study examines mentorship programs as a means of addressing the professional development needs of practicing teachers. The population of the study is thirteen practicing teachers; therefore, caution is to be taken regarding the implications suggested. The following findings are offered.

Findings of this study can be examined for usefulness in designing staff development programs which connect the developmental needs of maturing teachers with the related needs or goals of a school district.

It is suggested that mentor programs can be positive motivational forces for school districts to use in addressing the developmental needs of teachers at various life stages of their professional development. Drawing on the experience of maturing teachers to ease the transition of "incoming" teaching personnel from the world of educational theory to the world of educational practice is a formalized and extended leadership role which rewards teaching expertise while retaining the teacher in the classroom setting.

Evidence indicates mentor programs can be motivation for further development and growth of pedagogical capabilities and work performance. Practicing teachers find participating in mentor program activities builds confidence and increases the sense of competence in the skills of teaching. Participating teachers feel personally and professionally better about themselves and judge their teaching experiences to be more successful. Participating in mentor programs shows promise as a productive solution for revitalizing teachers entrenched in their own teaching methods.

Findings indicate that this mentor program offers individual teachers growth and a school improvement orientation, both positive forces which contribute to the overall excellence of a school district's educational program. Thus, mentor programs are possible investments for improving the quality of the educational program through regeneration of internal motivation. Practicing teachers with higher levels of motivation are more likely to display greater commitment and productivity, components necessary for achieving excellence in the school's instructional program.

Mentor programs appear to foster professional development by promoting relationships and interactions among colleagues, teachers, and administrators. With colleagues as resources for professional interaction, mentor activities stimulate dialogue concerning teaching practices encouraging the process of professional growth and development. Closer relationships build patterns of professional respect for colleagues and improve school climate. Breaking patterns of teacher isolation enhances cooperation and teamwork, encouraging the feeling of being more active in one's career which can lead to greater quality of output.

Findings suggest mentor programs provide possibilities for creating more positive attitudes toward the classroom teaching experience, increasing satisfaction with teaching. There is evidence that assuming changing roles and responsibilities is professionally rewarding, meeting the needs of the experienced teachers' work related lives by replacing successive repetition with revitalization and career fulfillment activities while allowing them to remain in the classroom. Seeing options and feeling good about their teaching experiences, practicing teachers are less likely to struggle with disillusionment. They are likely to find more meaning in their classroom experiences which encourages them to excel.

Evidence indicates mentor programs can serve as vehicles for job satisfaction through increased personal respect and sense of worth. Participants feel prized for their abilities resulting in a raised level of motivation and greater commitment. For these reasons, mentor programs show value in the retention of exemplary teachers.

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Although the results of this study are positive, they do not demonstrate conclusively the potential of mentor programs in providing classroom teachers expanded career opportunities which allow and encourage professional growth, development, and advancement while remaining in the classroom setting. However, mentor programs show potential as a means of providing practicing teachers the incentive for renewed commitment, professional, and personal job related growth-investments for improving and enriching the educational system's instructional program.

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Appendix

- Pre-Survey and Survey Cover Letters
- Mentorship Potential Survey

Dear

Enclosed are copies of the material each member of Peer Counselors will be receiving through the mail asking their participation in the North Central Regional Educational Laboratory research project agreement.

Respectfully,

Pat Adams

Dear

As a result of an agreement with Marshalltown Community School District and North Central Regional Educational Laboratory, to study teachers as researchers, you will be receiving a survey which was developed to study the potential of mentor programs to practicing teachers. The instrument was constructed to address the perceptions of classroom teachers who have participated in mentor programs. (Marshalltown's Peer Counselors Program fits the definition of a mentor team.)

A stamped addressed envelope will be included for return of the completed survey instrument.

Sincerely,

Pat Adams

752-8358

Dear

As educational innovations have emerged, more emphasis has been placed on teacher role diversification and enhanced professional opportunities for classroom teachers.

As a part of an agreement with the Marshalltown Community School District and North Central Regional Educational Laboratory, to study teachers as researchers, I am conducting a study to discover if practicing teachers perceive mentor programs as avenues to address the issues of increasing teacher effectiveness, stimulating professional growth, encouraging professional support networks, and alleviating burn-out.

Your response as a member of Marshalltown's Peer Counselor team, referred to as "mentor team" on the survey instrument, will be of considerable value.

Replies are to be kept confidential. The data will be compiled and reported within the general categories on the instrument---initial choice, remaining mentor, prospective mentor, positive changes, classroom teacher potential.

I wish to express my appreciation in advance for the cooperation , time, attention, and helpful participation with this study.

Any comments you wish to include will be appreciated.

Please, return the completed instrument in the stamped addressed envelope by
August , 1989.

Sincerely,

Pat Adams

Mentorship Potential
Viewed by Practicing Teachers

This instrument has been designed to identify perceptions resulting from participation in a mentor program.

It is important that you respond to each item on the instrument as thoroughly and frankly as possible.

PART I

SECTION A

CIRCLE the response which most accurately describes your:

1. Employment Position	elementary	middle school	high school		
2. Level of Education	BA	BA+	MA	MA+	PHD
3. Age	20+	30+	40+	50+	60+
4. Total Years Teaching	1-5	6-10	11-15	16-20	21+
5. Total Years Mentor	1	2	3	4	5+

COMMENTS

SECTION B

CIRCLE the response which most accurately describes:

6. Hours per month preparing yourself to participate as a member of the "mentor team"
10+ 15+ 20+ 25+ 30+ 35+ 40+ 50+ ____ (other)

7. Hours per month involved with person assigned as your "mentee"
4+ 6+ 8+ 10+ ____ (other

COMMENTS

SECTION C

CIRCLE the response which most accurately describes the PERCENTAGE of mentor time involving activities:

8. acclimating "incoming" teachers to school district practices and policies
0+ 10+ 15+ 20+ 25+ 30+ ____ (other

9. with "incoming" teachers which support, encourage, and advise
0+ 10+ 15+ 20+ 25+ 30+ ____ (othe

10. with "incoming" teachers promoting improved instructional practices
0+ 10+ 15+ 20+ 25+ 30+ ____ (oth

11. assessing "incoming" teachers' professional progress and competency
0+ 10+ 15+ 20+ 25+ 30+ ____ (other

12. which are to change or give new direction to instructional practices

for professional competency
0+ 10+ 15+ 20+ 25+ 30+ ____ (other)

13. which advance the instructional practices of the "mentor team" members
0+ 10+ 15+ 20+ 25+ 30+ ____ (other)

COMMENTS

SECTION D.

CIRCLE all responses which describe compensation you receive as a member of the "mentor team".

14. advancement on salary schedule
15. advancement on career ladder
16. separate financial compensation
17. reduced instructional load
18. release from extra duties
19. released time from instructional responsiblities
20. release from classroom instruction

COMMENTS

PART II

CIRCLE the NUMBER which best fits your perception. The number represent perceptions of IMPORTANCE.

1---No importance
2---Little importance
3---Average importance
4---Great importance

SECTION E.

WHAT IMPORTANCE DO YOU FEEL EACH OF THE FOLLOWING HAD IN YOUR INITIAL SELECTION AS PART OF THE "MENTOR TEAM"?

YOUR ---	N	L	A	G
21. teaching style	1	2	3	4
22. interpersonal ability to interact with learners and colleagues	1	2	3	4
23. gender	1	2	3	4
24. dedication to classroom teaching	1	2	3	4
25. sensitivity and responsiveness to administrators	1	2	3	4
26. ability to be reflective and analytical about your own teaching	1	2	3	4
27. teaching competence as demonstrated by outstanding ratings of prior evaluations	1	2	3	4
28. willingness to share time, resources, and information with colleagues	1	2	3	4
29. self-confidence	1	2	3	4
30. years of classroom teaching experience	1	2	3	4
31. ability to offer empathetic support for adults	1	2	3	4
32. credibility among your colleagues	1	2	3	4
33. knowledge in subject matter	1	2	3	4

COMMENTS

PART III

CIRCLE the NUMBER which best fits your perception. The number represents perceptions of IMPORTANCE.

1---No importance
2---Little importance
3---Average importance
4---Great importance

SECTION F.

OF WHAT IMPORTANCE ARE THE FOLLOWING FACTORS IN INFLUENCING YOUR DECISION TO REMAIN A MEMBER OF THE "MENTOR TEAM"?

	N	L	A	G
34. expanding my own sense competency	1	2	3	4
35. opportunity to provide leadership in the district's educational plan	1	2	3	4
36. opportunity to assist colleagues in their professional growth	1	2	3	4
37. monetary remuneration	1	2	3	4
38. recognition from those in leadership capacity	1	2	3	4
39. increased professional respect from colleagues	1	2	3	4
40. lessens the isolation and loneliness of teaching	1	2	3	4
41. opportunity to take part in the growth and development of "imcoming" teachers	1	2	3	4
42. recognition of my experience and expertise	1	2	3	4
43. opportunity to expand repertoire of teaching techniques and classroom skills	1	2	3	4

COMMENTS

CIRCLE the number which best fits your perception. The number represents perceptions of IMPORTANCE.

1---No importance
2---Little importance
3---Average importance
4---Great importance

SECTION G.

OF WHAT IMPORTANCE MIGHT THE FOLLOWING BE TO A PROSPECTIVE NEW MEMBER OF THE "MENTOR TEAM"?

	N	L	A	G
44. greater role in activities which can affect the quality of instruction in the district	1	2	3	4
45. financial compensation	1	2	3	4
46. opportunity to reassess and revise instructional skills	1	2	3	4
47. advancement on the career ladder	1	2	3	4
48. have a part in advancing the professional development of colleagues	1	2	3	4
49. increased professional respect from administrators	1	2	3	4
50. opportunity to interact on professional basis with colleagues	1	2	3	4
51. opportunity to transfer classroom skills and knowledge accumulated to a new generation of "incoming" teachers	1	2	3	4

52. visibility beyond the classroom context	1	2	3	4

COMMENTS

CIRCLE the number which best fits your perception. The number represents degrees of POSITIVE CHANGE.

1---No positive change
2---Little positive change
3---Average amount of positive change
4---Great positive change

SECTION H.

WHAT POSITIVE CHANGES HAVE YOU OBSERVED IN YOURSELF AS A RESULT OF TAKING PART IN THE ACTIVITIES OF THE "MENTOR TEAM"?

	N	L	A	G
53. willingness to translate educational research into classroom strategies	1	2	3	4
54. your skills in structuring for better student success	1	2	3	4
55. your willingness to risk new teaching behaviors	1	2	3	4
56. your pride in your own competence as a classroom teacher	1	2	3	4
57. your level of productivity	1	2	3	4
58. your enthusiam as a classroom teacher	1	2	3	4
59. your self-respect	1	2	3	4
60. your willingness to share instructional ideas and insights with colleagues	1	2	3	4
61. your sensitivity to your professional behavior	1	2	3	4
62. your initiative to reexamine your teaching behavior for self-improvement	1	2	3	4

COMMENTS

CIRCLE the number which best fits your perception. The numbers represent DEGREES OF PROBABILITY.

1---Less likely
2---Might
3---More likely
4---Certainly

SECTION I.

THIS SECTION WILL DEAL WITH THE TEACHING PROFESSION---AS A WHOLE. ANSWER EACH QUESTION ACCORDING TO HOW YOU FEEL CLASSROOM TEACHERS WOULD BE AFFECTED BY PARTICIPATING IN PROGRAMS SUCH AS THE "MENTOR TEAM".

The classroom teacher would	L		M	
	L	M	L	C
63. view classroom teaching as a lifelong career	1	2	3	4
64. view classroom teaching as a competetive environment	1	2	3	4
65. feel could be a part of shaping the quality of the district educational program	1	2	3	4
66. seek additional leadership roles	1	2	3	4
67. continue further formal education	1	2	3	4
68. be attracted to careers within education but outside the classroom sphere	1	2	3	4

69. be interested in the school district's effectiveness	1	2	3	4
70. feel classroom efforts were making a significant contribution to the school's efforts	1	2	3	4
71. feel frustration with the opportunities to fullfil own potential	1	2	3	4
72. view assisting colleagues grow and develop as a part of their professional personality	1	2	3	4

COMMENTS

PART IV

SECTION J.

Please, share one significant experience you have had as a result of being a member of a "mentor team".

SECTION A
1. Position

PERCENTAGE OF RESPONDENTS	
ELEM	SEC
46	54

SECTION A
2. Education

LEVEL	PERCENTAGE OF RESPONDENTS
BA	
BA+	54
MA	15
MA+	31
PhD	

82

SECTION A

3. Age

YEARS	PERCENTAGE OF RESPONDENTS
20+	
30+	31
40+	61
50+	8
60+	

SECTION A

4. Teaching Experience

YEARS	PERCENTAGE OF RESPONDENTS
1-5	
6-10	
11-15	38
16-20	15
21+	47

83

SECTION A

5. Years as mentor

YEARS	PERCENTAGE OF RESPONDENTS
1	23
2	61
3	8
4	
5	8

SECTION B

6. Hours per month of preparation

HOURS	PERCENTAGE OF RESPONDENTS
10+	38
15+	38
20+	24
25+	
30+	
40+	
50+	

SECTION B

7. Hours per month with potegee

HOURS	PERCENTAGE OF RESPONDENTS
4+	100
6+	
8+	
10+	

SECTION C

8-13---Mentor Activities

ACTIVITIES	PERCENTAGE OF RESPONDENTS					
TIME PERCENTAGE	0-9	10-14	15-19	20-24	25-29	30+
8. acclimating "incoming" teachers		69	23	8		
9. support system for "incoming" teachers	8	31	31	22		8
10. impove instructional practices of "incoming" teachers		47	15	22	8	8
11. assessing competency of "incoming" teachers	61	8	15	8	8	
12. new direction to instructional practices	8	15	15	8	31	23
13. advance own instructional practices	8	15	8	15	15	39

SECTION D
14-20---Compensation

	TYPE	PERCENTAGE OF RESPONDENTS
14.	advancement on salary schedule	
15.	advancement on career ladder	15
16.	separate financial compensation	92
17.	reduced instructional load	
18.	release from extra duties	
19.	release time from instructional responsibilities	8
20.	release from classroom instructional responsibilities	15

SECTION E
21-33---initial selection

CRITERIA	PERCENTAGE OF RESPONDENTS			
IMPORTANCE	No	Little	Average	Great
21. teaching style	8	8	37	47
22. ability to interact			15	85
23. gender	76	24		
24. dedication to teaching			24	76
25. responsiveness to administration	8	15	47	30
26. reflective/analytical about teaching			31	69
27. teaching competence	8	16	38	38
28. willingness to share			24	76
29. self-confidence		38	24	38
30. years teaching experience	15	47	30	8
31. ability to give empathetic support	8	15	38	39
32. credibility with colleagues	8	8	38	46
33. subject matter knowledge		38	38	24

SECTION F
34-43---remaining member of mentor team

INDUCEMENTS	PERCENTAGE OF RESPONDENTS			
IMPORTANCE	No	Little	Average	Great
34. expand sense of competency				100
35. opportunity to provide leadership			38	62
36. assist colleagues	8		46	46
37. money	8	38	46	8
38. recognition from leadership		24	38	38
39. respect from colleagues		31	38	31
40. lessen isolation		31	8	61
41. work with "incoming" teachers		8	24	68
42. recognition of own expertise	15	31	31	23
43. expand repertoire of teaching techniques			8	92

SECTION G

44-52---prospective and new members

INDUCEMENTS	PERCENTAGE OF RESPONDENTS			
IMPORTANCE	No	Little	Average	Great
44. a role in effecting quality of instruction			24	76
45. financial compensation	8	15	69	8
46. revise own instructional skills			32	68
47. advance on career ladder		8	68	24
48. advance skills of colleague			54	46
49. administrative respect		15	54	31
50. interact professionally with colleagues			32	68
51. work with "incoming" teachers			32	68
52. visibility beyond classroom context		8	54	38

SECTION H

53-62---personnal changes

CHANGES	PERCENTAGE OF RESPONDENTS			
POSITVE	No	Little	Average	Great
53. using research results in classroom practices			15	85
54. structuring student success			8	92
55. risk new teaching behaviors			8	92
56. pride in your competence			24	76
57. productivity			32	68
58. enthusiasm			32	68
59. personal self-respect			32	68
60. sharing with colleagues			32	68
61. professional behavior			46	54
62. self-improvement			15	85

SECTION I

63-72---affects of mentor program on teacher

RESULTS	PERCENTAGE OF RESPONDENTS			
PROBABILITY	Less Likely	Might	More Likely	Certainly
63. view teaching as lifelong career		31	38	31
64. view teaching as a competitive	54	23	23	
65. feel part in shaping quality of education		8	68	24
66. seek leadership roles			85	15
67. continue formal education		38	62	
68. attracted to career in education outside classroom	15	70	15	
69. be interested in district's effectiveness		8	54	38
70. feel making significant contribution to school			68	32
71. feel frustration in fulfilling own potential	62	15	23	
72. assisting colleagues grow		8	68	24

Teachers' Perceptions of School Climate and the Impact of a Staff Development Program

Mary O'Dee
North Olmsted Middle School
North Olmsted City Schools
North Olmsted, Ohio

Rationale for Conducting the Evaluation

During the late 1970s and early 1980s, The North Olmsted School District suffered through thirteen consecutive levy defeats followed by a teacher strike in 1982. The enrollment decline, which was one major factor in the levy defeats and strike, continued. The image of what had been a fine district with many years in team teaching and continuous progress programs was virtually destroyed. Staff morale was low. Schooling was going on and the staff was doing its best under the circumstances, but the system was greatly debilitated by negative attitudes.

One of the Board of Education goals for the 1984-85 school year was to study effective administrative leadership and write a leadership handbook. The outcome of the study was to scuttle the idea of writing a leadership handbook in favor of an action research project fucusing on staff and student motivation. The basic tenets of the project can be found in these statements:

1. Leadership style does not make the difference; motivation and empowerment of people to participate in the growth of their organization does.
2. Goals which unite, inspire, and set direction are essential.
3. The continued building of strong collegial and collaborative teams is a must.
4. The number one focus must be on building the pride, morale, self-esteem and image of the teacher.

The action research project was named Motivation to Excel. It became a 5-year staff development program focusing on attitude and motivational development. A discrepancy model needs assessment, the Organizational Perception Questionnaire (OPQ) was administered prior to the start of the project in May, 1985. This instrument provided benchmark data and would serve to document discrepancies between "what is" and "what ought to be" in the area of involvement in decision making and self-actualization. The district composite showed a need for change in every category measured by the QPQ.

Several processes were put into place to affect change. Board-adopted goals were formed in each building. The success of the program has been documented through further post-test administration of the OPQ. At the end of year three (May, 1988) only one major category and two sub-categories indicated a need for change.

The building that showed the greatest discrepancy was North Olmsted Middle School. The school had changed from a junior high configuration (grades 8 and 9) to a middle school (grades 6-8) in September of 1984. At the end of year three, the Middle School had made many gains but continued to have discrepancies in the areas of involvement in decision making and self-actualization.

Purpose of the Evaluation

The purpose for conducting the research is to determine if the teachers at North Olmsted Middle School feel that the workplace provides opportunities for them to assume leadership roles, participate in decision making, motivate others, and build the self-esteem of colleagues. It will also serve to determine to what extent teachers perceive a change in growth opportunities since the inception of the Motivation to Excel Program. The data will be used to assess the organizational climate of the school and to help in the development of goals related to staff development for the 1989-90 school year.

The Stakeholders

Direct stakeholders involved in the Motivation to Excel Program as change agents are teachers, Middle School administrators and central office administrators involved in curriculum and staff development. Indirect stakeholders who will benefit from changes brought about by improving the organizational climate of the school are students, parents, and the community.

Research Methodology

A self-administered questionnaire was developed to survey the staff at North Olmsted Middle School. The survey includes items from the review of literature that are considered intrinsic incentives for teacher motivation and performance. Opportunities for free response are offered after each item. The survey asks for demographic data as to years of experience at the school, which years of the Motivation to Excel Project the respondent has been in the school, and the grade level taught. It also asks the respondent to compare the items on the questionnaire by the date of the beginning of the Motivation to Excel Project and the present year.

A random sample of teachers was chosen from all grade levels and representing all subject areas. Specials teachers were included in the survey. Of the 40 teachers asked to respond, 33 returned the survey.

The questionnaire was administered the week of May 22, 1989. Respondents were asked to return the survey by the end of the week.

Analysis of the Data

The data was analyzed by tallying the responses for each question and indicating whether the respondent noted a positive change, no change, or a negative change. Comments for each question were categorized and reported verbatim. Correlational data will be available for later analysis by grade level and by years in the Motivation to Excel Project.

The findings are presented in two formats. The first format is a summary of the raw data based on the categories. The second format is a table of the responses on the rating scale given in percentages. The table also indicates the number of respondents who indicated a positive change, a negative change, or no change on the survey items.

Verbatim comments are categorized in areas of need. These need areas will be submitted to the leadership team component of the Motivation to Excel Project for their consideration in prioritizing goals for the school year.

Summary of Findings

For all categories on the questionnaire, the largest percentages fell in the 3 and 4 range which indicates a positive feeling about the organizational climate of the school.

For item #1 (the workplace provides interesting work and enjoyable working conditions), 66% indicated a 3, 4, or 5 response at the present time. The greatest areas of need are for better discipline and more space for teachers and students.

In item #2 (I feel pride in personal accomplishments), 69% indicated a 3, 4, or response at the beginning of MRE with 84% indicating 3, 4, or 5 at the present. Greatest needs in this area are for more publicity and positive reinforcement.

For item #3 (the school provides opportunities for exciting teamwork on learning problems), 54% indicated a response of 3, 4, or 5 at the beginning of MRE with 66% indicating a response in the 3-5 range at the present time. Greatest areas of need in the category are for more teaming, especially in Grade 8 and more interaction and coordination among staff.

For item #4 (the school encourages development of collegial relationships), 75% responded in the 3-5 range for the beginning of the project with 83% in this range at the present time. Suggestions for improvement include more social events and more opportunities for staff to interact as a whole.

For item #5 (I identify with the broad vision of the school), 64% indicated a response in the 3-5 range for the beginning with 75% in this range at the present. Needs in this category include defining the broad vision of the school and setting clear goals.

For item #6 (the school provides opportunities for teachers to participate in the management of the school), 42% indicated a response in the 3-5 range for the 1985 beginning of the project and 63% fell in this range at the present. Suggestions included more input on management and decision making and a stronger role for the leadership team.

For item #7 (I have pride in working for a high performance school), 60% responded in the 3-4 range with no respondents choosing a 5 for the beginning of the project and 69% indicating a 3-4 response at the present time. Suggestions included recognition for achievements and becoming a true performance school.

Implications of the Findings

The teachers at North Olmsted Middle School have an overall positive perception of the organizational climate of the school as it relates to teacher empowerment. While it is difficult to prove cause and effect, the results of the questionnaire do indicate an improvement in the organizational climate of the school since the beginning of the Motivation to Excel Project. The results of this survey should be used for goal setting and further study should be conducted to evaluate the attainment of these goals.

Limitations of the Survey

This survey would have been more comprehensive if it had been a census of the entire staff of the Middle School. The questionnaire should have been previewed by members of the leadership team before being administered. The scale should have been from 1 to 6 and not 1 to 5 in order to force respondents to choose a response that is not neutral. Some items should have been stated negatively on the survey. Having all the responses stated positively allows for a response bias.

RESULTS OF SURVEY

Question		1	2	3	4	5	+	-	0
#1	A	6	27	30	30	6	48	9	42
	B	6	18	24	27	27			
#2	A	0	30	30	30	9	38	12	51
	B	3	12	27	42	15			
#3	A	12	33	36	15	3	33	12	55
	B	9	24	33	27	6			
#4	A	15	12	55	15	5	33	9	55
	B	5	15	45	33	5			
#5	A	12	24	52	12	0	45	9	45
	B	9	21	48	18	9			
#6	A	21	33	36	6	0	36	0	60
	B	9	24	45	18	0			
#7	A	9	27	33	15	12	48	0	51
	B	6	18	18	33	18			

All figures are percentages.

+ means the respondent indicated a change for the better

- means the respondents indicated a change for the worse

0 means the respondent indicated no change

Literature Review

Extrinsic rewards such as incentive pay and career ladders have limited power to motivate people. Because they are based on monetary rewards tied to funding, they can have a divisive effect on the staff. By concentrating on monetary compensation, we imply that in order to make education more effective, we need to control teachers more effectively. This ignores the basic lessons for organizational management that merit pay is only effective where cooperation is not necessary and where greater efforts of workers increases profits. Teaching does not fit either of these models. By focusing on the structure of school management, the schools can move from a bureaucratic model to a professional model. By encouraging consensus on goals, open communication, well-designed work activities, a career development model, and a culture of cooperation, teaching will truly become a profession (Bacharach and Conley, 1986).

The Carnegie Forum (1986) and The Holmes Group (1986) both made extensive recommendations for the reform of the teaching profession. The Carnegie Report called for a more diverse staffing structure designed to capitalize on the knowledge, skill, and wisdom of the most able teachers. This should include a rational and fair incentive structure and the investing of teachers with a greater degree of trust and responsibility. This will result in mobilizing forces to produce the greatest gain for students (Tucker, 1986).

Current working conditions of teachers are out of step with the concept of professionalism. The Holmes Group recommends more appropriate divisions of authority between administrators and teachers and thus make schools better places for teachers to work and learn (Murray, 1986).

The basis for understanding motivation in organizations lies in understanding the needs that motivate the behavior of the members (Owen, 1987). Extrinsic rewards have limited power to motivate people. Intrinsic rewards are essential to the development of highly motivated people. Motivators such as achievement, recognition, challenge or work, responsibility, advancement, and personal and professional growth are associated with job satisfaction. However, only scattered efforts have been made in public schools to apply intrinsic motivation concepts (Owens, 1987).

Policies aimed at teacher motivation encourage teachers to try harder to get results and foster continued participation in the workplace. Appropriate incentives will motivate teachers to do more and do better by enlarging the scope of work and setting high standards. This can be accomplished by enlarging job definitions and extending the range of responsibilities, improving methods for retaining good teachers, and enhancing teacher potential through high quality professional development programs (Mitchell and Peters, 1988).

Enhancement of teaching as a profession is the ultimate goal of all incentive plans. Changes can be made in the work environment to make working conditions more desirable. These include establishing a supportive school climate, increasing teachers' involvement in planning and decision making, and focusing more resources on support for teaching (Cresap, et al, 1984). The nature of teachers' engagement with work and favorable work conditions are important incentives tied to job satisfaction (Kaltsounis, 1985).

Teachers are more sensitive to intrinsic rewards directly linked to relationships with students and co-workers. However, the linking of a reward distribution to specific work activities is a difficult task. In order to create a focused, reliable intrinsic incentive system, the motivational goals must be clearly identified, there must be an adequate supply of rewards available, and the distribution system must link rewards to motivational goals (Mitchell and Peters, 1988).

Job descriptors which supply intrinsic rewards include:

1. Interesting work, teamwork, and identifying with the broad vision of the school.
2. Exciting classroom and collegial relationships.
3. Expanding sense of competency and capacity for high quality work and participation in management.
4. Pride in personal accomplishment and cooperative achievement.

When principals and other administrators learn to share power, they encourage commitment to the organization and greater self-respect among teachers. Principals who clearly understand their own power styles realize that the proper exercise of power can lead to higher levels of teacher satisfaction (Stimson, 1988).

School site management encourages teachers to assume leadership roles and promotes collegial relationships, especially among isolated teachers. The reward structure in schools needs to allow for choice renewal and opportunity. Expanding the leadership roles of teachers will help build a professional school culture that permits autonomy, flexibility, and responsibility. Good schools are the best incentives for good teachers.

WHAT OUGHT TO BE - QUESTION 1

The workplace provides interesting work and enjoyable working conditions.

Discipline problems cause unenjoyable working conditions.

Severe behavior problems have to be addressed and a consistent discipline policy established.

The disruptive students is not being dealt with quickly enough.

Consistent discipline and handling of at-risk kids.

Better equipment and nicer lounge.

Better lounge - workroom for staff.

Teachers need pleasant work rooms to quietly and cooperatively plan, especially teachers without a homeroom.

Teacher work area with typewriters, paper, copy machine.

More room for teachers and kids.

Improved physical structure.

Arrangements need to be made for overcrowded conditions.

New building.

More room - more rewards for teacher efforts.

Smaller classes.

Our working conditions could improve with teachers being more thoughtful and considerate of one another. Plan ahead and get materials in advance.

More staff communication.

Continued effort to beautify the school with students taking more pride in it. Equal treatment and respect for all staff as a morale booster.

Encouragement to attend professional conventions/workshops and diffusion of new ideas, techniques to staff by staff.

Specials teachers need more money to run programs that allow creativity.

Teachers need more help from parents outside the school setting.

The workplace should be an enjoyable atmostphere - a lot of laughter, humor, caring, sharing.

Administration with true leadership to take a strong moral and ethical position.

WHAT OUGHT TO BE - QUESTION 2

I feel pride in personal accomplishments at this school.

Need more publicity.

More PR for accomplishments.

We should be proud of NOMS and its kids. Maybe there needs to be more publishing in the media.

Recognition for achievement or even small successes would encourage staff to take pride in their work.

No freedom for personal accomplishments allowed.

I would like to be kept up to date on the accomplishments of the students, teachers, and administrators. Unless I hear information through a teacher, it goes unnoticed.

We have not been recognized for what we accomplish.

More positive reinforcement.

Frustrated by what I can't accomplish because of class load.

More appreciation for teachers that do daily job the best they can. Even a few words of encouragement would be beneficial.

Any teacher can only do the best they can under conditions in which they work. There are many variables that influence accomplishments and pride. Types of students, administrative decisions and support and physical and psychological conditions of teachers.

Any accomplishments made usually go unnoticed unless you are considered important in specific people's eyes.

I feel pleased about advances made in teaching reading in the Middle School.

I like my job and how I perform.

Good honest leadership at all levels.

WHAT OUGHT TO BE - QUESTION 3

The school provides opportunities for exciting teamwork on learning problems.

Spread the spirit of teamwork to each grade level.

The 6th and 7th grade teams provide this opportunity. 8th grade is more individual. This is good.

In 6th and 7th grade advances in teamwork have occurred but in 8th heterogeneous grouping and cooperative learning is a definite need.

Team work is good.

More self-selected teaming including 8th grade.

Need teaming in 8th grade.

More coordination between subject areas. Because of individual strengths and viewpoint of what is important this is hard to do.

More space for teamwork.

More time for department members to meet during the school day.

Seems to be little interaction among staff.

We never meet as a group to discuss problems.

Same people continue to do all the work. New methods should be tried to get more teachers involved.

The school could do this but some people think it's their way or no way.

More responsiveness from administration.

Team approach to discipline/academic problems. Contact with counselors is hit or miss.

WHAT OUGHT TO BE - QUESTION 4

The school encourages development of collegial relationships.

More all-staff get togethers so everyone can get to know one another.

Faculty meetings/socials to bring us together.

Trying to organize a social activity for the whole school has not been successful. Perhaps the size of the school is too large - try smaller groups - grade level possibly.

There needs to be more time and opportunities made available to develop collegial relationship in a shcool as large as ours.

More activities/socials including whole staff meetings with teachers to share ideas.

Staff meetings.

Grade level meetings.

Team meetings are a good start.

Planning periods same time as other teachers in same subject area.

More grade level meetings, full faculty and departmental meetings.

Developmental time in the day or during school year should be set aside.

Workshops with staff in building. More informal meetings for staff.

It is easy to talk to your own department in halls between classes; however, we are never off at the same time because of scheduling. Difficult to talk to other teachers, especially at different grade levels.

Time does not allow for it. 8th grade teachers are especially overloaded and work and plan in isolation.

Collegial relationships are here if people want them. I feel this is an individual thing.

WHAT OUGHT TO BE - QUESTION 5

I identify with the broad vision of the school and share in the development of the school.

Who knows what the "broad vision" is?

I would like to hear more about what that vision is and what we are working on each year.

I need to know what it is! Communication needs to be expanded.

I don't think there is a definable vision. School is too large and too crowded to operate effectively as a middle school. Our vision presently seems to be to tread water!

Clear school-wide goals are needed with some means to measure and reward progress.

We need more of a role in these matters.

This is a constant for me. MTE has not influenced me.

More teachers taking owndership of the school, rule enforcement, pride, spirit to make the Middle School experiences a joy for more teachers and students.

Would like suggestions to be taken seriously - not just lip service.

To the exent possible.

WHAT OUGHT TO BE - QUESTION 6

The school provides opportunities for teachers to participate in the management of the school.

Problems should be discussed with teachers instead of being ordered to change their teaching.

Much improvement in 6-7 grades for allowing teacher input but very little if any in eighth grade.

More unity and ownership of the building would result if this did occur - plus problems could be worked out before they had a chance to grow larger.

Only a select few teachers seem to have input on management procedures.

Superficially.

I felt it grossly unfair that there was not equity in the amount of time provided for planning.

I often feel decisions have been made before my input has been requested.

Method for hiring Middle School principal was poor.

More input from teachers.

More dialog with immediate superiors.

Administration is open to suggestions. I hope it always will be.

Team meetings that foster ideas not just business details that need attention.

Leadership team seems to have little influence on decision making.

Leadership team is a step in the right direction. It needs to be expanded with notes taken at each meeting and distributed to everyone.

More meetings for specials teachers so they can provide input.

Need effective administration in relation to discipline. It seems hands are tied from administration and teachers.

WHAT OUGHT TO BE - QUESTION 7

I have pride in working for a high performance school.

I'd like to hear more positive statements from staff members.

More parent involvement, more media attention. We are doing some great things.

More PR.

I don't believe this is a high performance school.

The MTE Program did not include us. The focus for next year should be to include everyone. Individual recognition for outstanding achievements at each school building could improve pride.

I've always tried to do my best but from time to time obstacles beyond my control sometimes preclude the success I would like for myself and students. There is a varied philosophical difference in Grade 8.

I think a lot of our "high performance" is like ribbon on a package - decoration. Substance improvements like a dynamic,coordinated curriculum go by the wayside.

I am proud to be among the staff at my school.

Yes, if it affects all people involved.

I do not consider s school a "high performance school" that socially promotes students who have not met minimum requirements.

This is a tough one. I feel commitment and responsibility to the students first. I just do the best I can under the conditions I am working under. The amount of pride I have is a variable.

I sincerely feel MTE has not made much difference to me. My performance and attitude are internal and based upon responsibility and commitment. No external program would have made a difference.

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Appendix

- Organizational Perception Teacher Survey
- Response Summary

MOTIVATION TO EXCEL

TEACHER SURVEY

This questionnaire is designed to get your perception of elements related to professional growth opportunities at your school. It looks at perceptions of three things: (A) "What was" prior to the beginning of the MTE project; (B) "What is" now; and, most importantly, (C) "What ought to be" (your suggestions for improvement.).

Circle the MTE years you were at this school?

1985-86 1986-87 1987-88 1988-89

Total number of years you have been at this school? ______

Present grade level ______

1. The workplace provides interesting work and enjoyable working conditions.

A. strongly disagree 1 |—|—|—|—|—| 5 strongly agree

B. strongly disagree 1 |—|—|—|—|—| 5 strongly agree

C. What ought to be:

____

____

____

2. I feel pride in personal accomplishments at this school.

A. strongly disagree 1 |—|—|—|—|—| 5 strongly agree

B. strongly disagree 1 |—|—|—|—|—| 5 strongly agree

C. What ought to be:

____

____

____

3. The school provides opportunities for exciting teamwork on learning problems.

A. strongly disagree 1 ——|——|——|——|—— 5 strongly agree

B. strongly disagree 1 ——|——|——|——|—— 5 strongly agree

C. What ought to be:

____

____

4. The school encourages development of collegial relationships.

A. strongly disagree 1 ——|——|——|——|—— 5 strongly agree

B. strongly disagree 1 ——|——|——|——|—— 5 strongly agree

C. What ought to be:

____

____

5. I identify with the broad vision of the school and share in the development of the school.

A. strongly disagree 1 ——|——|——|——|—— 5 strongly agree

B. strongly disagree 1 ——|——|——|——|—— 5 strongly agree

C. What ought to be:

____

____

6. The school provides opportunities for teachers to participate in the management of the school.

A. strongly disagree 1 — 5 strongly agree

B. strongly disagree 1 — 5 strongly agree

C. What ought to be:

____

____

7. I have pride in working for a high-performance school.

A. strongly disagree 1 — 5 strongly agree

B. strongly disagree 1 — 5 strongly agree

C. What ought to be:

____

____

THANKS FOR SHARING YOUR IDEAS

MOTIVATION TO EXCEL

ORGANIZATION PERCEPTION QUESTIONNAIRE - RESPONSE SUMMARY 1985-88
DISTRICT-WIDE

MAJOR CATEGORIES	NEED FOR CHANGE INDEX		
	(1985)	(1986)	(1988)
A - Productivity	* 1.303	0.865	0.597
B - Individual Development	* 1.624	* 1.277	* 1.067
C - Organizational Health	* 1.414	0.947	0.650
D - System Renewal	* 1.318	0.907	0.727

- - - - - - - - - -

COMPONENTS	NEED FOR CHANGE INDEX		
	(1985)	(1986)	(1988)
A1 - Product/Service Usefulness	* 1.327	0.956	0.551
A2 - Service to Society	* 1.278	0.773	0.615
B3 - Self-Actualization	* 1.570	* 1.275	* 1.018
B4 - Involvement in Decision Making	* 1.902	* 1.511	* 1.196
B5 - Indiv. Flexibility to Change	* 1.399	* 1.044	0.871
C6 - Adaptability	* 1.600	* 1.117	0.732
C7 - Sense of Identity	* 1.529	* 1.059	0.813
C8 - Interpretation of Environ.	* 1.113	0.663	0.453
D9 - Desire for Feedback	* 1.500	0.973	0.783
D10- Use of Feedback	* 1.136	0.841	0.597

*** GREATER THAN 1.0 INDICATES A NEED FOR CHANGE**

1985 - Benchmark data indicate a need for change in all 4 major components and all 10 subcomponents of the OPQ.

1986 - At the end of year one of the MTE project, improvement occurred in all major components and subcomponents. Eight of the 14 areas were eliminated from the "need for change" status.

1988 - Data from May 1988 show organizational health district-wide to be improved over 1986 in three additional subcomponents.

1990 - The challenge for May of 1990 remains in the major category of individual development and the subcomponents of self-actualization and involvement in decision making. We are within .067 of reaching the goal of a healthy district-wide organization.

A Study of the Merit Pay Incentive Program of the Rittman Exempted Village Schools

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Rittman Exempted Village School District
Rittman, Ohio

Statement of Rationale

The purpose of this study was to determine the validity of an Incentive Program involving Merit Pay and the benefits in the form of teacher motivation, output, and professional growth as a result of its implementation.

In accordance with the Rittman Program, candidates for Professional Growth Points were required to submit growth activities applications for review by a committee composed of the superintendent, one board member, one principal and one teacher from each building (the principal and teachers were to be elected on a rotational basis every two or three years).

Points were awarded for various qualified activities under the categories of: instructional improvement, curriculum programs, or accomplishments (i.e., outstanding service to the community, development of usable teaching devices, teaching procedures or teaching units, leadership in a school project, writing approved grants, or making professional inservice presentations).

An activity could be counted in only one category and would not be reviewed if it had been partially reimbursed (such as mileage, lodging, registration, etc. for a workshop) or undertaken during normal contract hours.

Application for college had to be accompanied by a transcript showing proof of the activity, but no credit was to be received if the college credit was applied toward an increment in the regular salary schedule.

Fifteen credit points were required for each incentive awarded with no time for accumulating those points. Up to eight of those fifteen points could be awarded by the superintendent (based on the principals recommendation) for superior instruction. No more than one incentive award could be earned in a five year period and once awarded, the incentive continued throughout the recipient's employment at Rittman.

Review of Literature

Every article reviewed contained an undercurrent of urgency, regardless of its central theme. Each talked of the poor showing of our students against international competitors. The researcher agrees with contemporary literature -- that there is no one cure-all, no one problem and therefore, no one solution.

Since the research dealt with merit pay for teachers and its direct spin-offs (professional growth, retention incentives, salaries, etc.) readings were focused on relevant literature that would provide a background on which to construct opinions and observations when comparing Rittman School to "the outside world."

Three of the articles outlined progressive educational reforms in specific states: New Jersey, Tennessee, and Pennsylvania. In an attempt to revitalize the creativity and effectiveness of teaching academic skills to the state's youth, New Jersey has created a state-funded training center for teachers, principals, and other administrators. Its purpose is to improve education for New Jersey students by helping teachers sharpen their skills so as to teach their subjects more effectively. Although the program in New Jersey did not involve merit pay directly, it did draw attention to professional growth which the researcher believes to be a fundamental step in the process of determining eligibility for merit pay.

It was in the purpose of this training center that the author discovered an important and interesting thought. Most teachers, encountered as a result of this research or as noted in the latest issue of Phi Delta Kappan (Elam, 1989) who support merit pay do so because it will reward good teachers. What they fail to mention is the far greater and, hopefully, more rewarding outcome: that the education of students would improve (one that the New Jersey Academy sees as its major goal for teachers professional growth).

A more direct and radical reform has taken place in Tennessee concerning state evaluations of teachers and subsequent salary increases for outstanding performers, and the creation of master-teacher status that carries with it additional salary. To fund this comprehensive project, the Tennessee legislature passed the largest tax increase in the state's history. As a teacher, one might expect a round of hurrahs. Quite the contrary. The Tennessee Education Association and the National Education Association went on record bitterly opposing the master teacher concept and merit pay. This was another theme revealed throughout many of the articles reviewed.

In another issue of Phi Delta Kappan (Garman and Hazi, 1988), the Madeline Hunter/Clinical Supervision movement in some Pennsylvania school systems was examined. These schools focused on teacher evaluations as a means of rewarding good teachers and this became the "primary vehicle for school reform in Pennsylvania." Representatives from 75% of Pennsylvania school districts attended the instructional workshop to learn the Hunter model of teaching to be used eventually for supervision/evaluation. Here too, many teachers were fearful that "instead of formal evaluation serving as a means of recognizing and honoring competent and deserving teachers . . .," they viewed it as a "way of rewarding compliance."

In the April issue of Phi Delta Kappan (Pipho, 1988), the author again tells us that according to a University of Utah study, merit pay does not work. Educators fight it because it does not work in a school environment for several reasons: lack of trust in evaluation systems, violation of the values of educators which makes them defensive, and it creates ill will among those who receive and those who don't.

Two of three above mentioned reasons for opposition to merit pay were cited frequently in the negative responses about the program at Rittman -- the unfairness of the administrative evaluation and the negative feelings among the teachers who receive money versus those who don't.

Even though former Education Secretary William Bennet believed that "recruiting and rewarding good teachers works," according to the Newsweek article, "A Nation Still At Risk," (Beck, 1988) "Teacher's unions still resist many forms of merit pay, alternative certification and competency testing."

Universally accepted is the fact that the education system will not get quality teachers, and therefore better educated children, without quality pay; and herein lies the dilemma. Most taxpayers work in a business world and the majority assume that the educational world (from a teaching perspective) must operate similarly to the business sector. They view the idea of merit pay as a more acceptable method of rewarding teachers who do-the-work as opposed to across-the-board raises which let "those people who aren't doing the job get more and more money" (Magnet, 1988). Taxpayers will tolerate increased spending tied to results; buy they are not too concerned with the evaluation process in determining who is doing the job. When comparing the concerns of merit pay as presented in several of the articles with those of the Rittman teachers, a consensus of opinion emerged. There were several supportive comments made by the Rittman teachers to themes of opposition (evaluation, competitiveness, criteria for rewards, etc.) running through many pieces of the current educational literature. And proponents of merit pay, both at Rittman and nationwide, believed this type of program was at least a way to reward those teachers who consistently perform professionally, effectively, and creatively.

Methodology

According to the wording in the outline of Rittman's Merit Pay Program, the objective of the incentive was "to encourage the certificated personnel of the Rittman Exempted Village School District to advance professionally above and beyond the minimum requirements set by the State of Ohio and the local school district." Since all certificated personnel were eligible to participate in the merit pay program, the focus of a questionnaire was developed towards extracting a variety of information, both direct and indirect, from all of the teachers, administrators, and other certificated personnel employed by this school system.

Ninety questionnaires were distributed, each with an attached explanation about this research, in the four schools (two elementary, one middle school, and one high school) in Rittman; one questionnaire for each eligible teacher and administrator employed in the system. In the cover sheet information, each person was requested to return the questionnaire within a week to their respective principal. The surveys were then collected from the four principals. This method of collection was for convenience, not for filtering or review by the administration.

The questions to be answered by this research project were: "Will teachers become more involved in efforts towards professional growth (as defined by additional college coursework, creation of new teaching units, workshops, etc.) if offered merit pay based on their accomplishments?" And somewhat as a subsequent result, "Will this involvement directly affect their performance in the classroom as measured by increased or more effective educational output and heightened student response?"

The first question is a bit easier to answer than the second, primarily because of its objectivity: if the answer is "yes" then obviously the majority of teachers within the district will be applying for merit pay points. Not only the number of teachers applying, but also how often they applied, and the number of points accumulated would add to the data.

The second question is more subjective in nature and the questionnaire relies most heavily upon the teacher's opinionated responses about their own affected or nonaffected performance and that of their students.

Some background information that might affect participation in the program was:

Length of employment: Were newer teachers more energetic or more in need of cash? Were more experiences teachers still dedicated to their profession as exhibited in their efforts to upgrade their skills, methods, etc.?

Position: Would there be any correlation between participation and those teachers at the elementary or secondary level?

Highest degree held: Would those who had already achieved beyond the basic certification required continue to renew their educational experience or would the majority of participants be those with fewer college hours, those perhaps not yet fulfilled professionally (assuming teachers pursue additional coursework as a means of educational and career fulfillment) or "burned out?"

Marital status and number of dependents: Would married teachers or those supporting dependents be more apt to participate in the program offering a cash incentive than single teachers, or would they have the least amount of time to spend towards meeting the requirements?

The above information in addition to the researcher's direct questions (awareness of the program, participation, nonparticipation, number of points and ability to explain the details of the program) were intended to provide sufficient data from which to analyze and draw pertinent conclusions.

The last two questions on the survey sheet, of what value was this program and what are your feelings about his program, were intended to create an awareness of the teachers overall attitude towards the program and its worth, as well as a place for them to briefly comment on the positive and negative aspects of what is considered by some to be a highly controversial issue.

Findings

Of the 1989 certified personnel eligible to participate in the program, 73% (N = 65) responded by turning in their questionnaires. Of those 65 all but three returned their questionnaires as per instructions, through the intraschool mail.

Employment:

- Years ranged from seven months to 30 years
- Median length of employment: 10 to 11 years
- Mean length of employment: 15 years

Position:

- 2 administrators (1 H.S. and 1 Mid-Hi Principal)
- 29 elementary (K-5)
- 32 secondary (6-8 and 9-12)
- 2 elementary and secondary (music teachers K-12)

Degree:

- 36 Bachelors
- 29 Masters

Hours Plus:

Bachelors

- Ranged from +0 to +40 semester hours
- Median: 15 semester hours
- Mode (6): have 20 semester hours

Masters

- Ranged from +0 to +65 semester hours
- Median: 20 semester hours
- Mode (9): didn't answer

Marital Status:

49 married
16 single

Dependents:

28: 0 dependents
8: 1 dependent
13: 2 dependents
9: 3 dependents
5: 4 dependents
1: 5 dependents
1: no answer

Awareness of Program:

5 were not aware of the program
60 were aware of the program

Participation:

1: as committee member
1: as committee member and as a cash recipient
2: as committee member and applicant
5: as cash recipient
1: as cash recipient and as second time applicant
29: as applicant
26: never participated

Points:

28: points ranging from 1 to 16
(15 points needed for qualifying)
25: 0 points
5: No answer
7: Didn't know how many they had accumulated
median: 8 points (of those who received points 13 people had less and 12 had more).

Reason for Nonparticipation:

1: no interest
1: no interest and other
4: too much work in accumulating points
2: not aware of the program
22: other
1: no interest, too much work, other
30: not applicable (as they had applied for points)
4: no answer

Ability to Explain the Program:

6: in detail
17: adequately
22: roughly
8: not at all
12: no answer

Desire to Reinstate the Program:

35: yes
11: no
18: no answer
1: ?

Value of the Program and Feelings About the Program:

Positive responses (most frequent):

- made board aware of teacher's experiences (N = 2)
- let community know of emphasis on professional growth (N = 2)
- good plan at the time, good for morale (N = 7)
- an incentive for teacher improvement (N = 11)
- excellent program because of its voluntary and objective nature (N = 8)
- positive attempt to correct flaw in pay structure (those who work vs. those who don't) (N = 8)

Negative responses (most frequent):

- inequitable and bureaucratical (N = 7)
- only a public relations ploy to make superintendent look good (N = 6)
- criteria too strict and limited (N = 2)
- too much paper work (N = 2)
- will never be reinstated due to cost of program (N = 3)
- bitter feelings over abrupt freezing (N = 7)
- too short of a time period for application (N = 2)
- created competitive feelings (N = 4)
- not fair that a few still receive money
- while those with points receive nothing (N = 8)
- cost factor of supporting such a program wasn't realistically considered before beginning the program (N = 8)

Correlations of Findings

In an attempt to draw some relevant and useful meaning from the 65 completed questionnaires, the following categories were compared:

TABLE 1.

Number of Years	Nonparticipants	Participants	Community Members	Recipients
0-5: 28% teachers	16	2	0	0
6-10: 23% teachers	5	9	1	1
11-15: 12% teachers	1*	5	2	1
16-20: 15% teachers	2*	4	1	4
21-25: 12% teachers	1	7	0	1
No answer: 1 teacher	1	0	0	0

* an administrator or counselor and therefore, not allowed to participate

TABLE 2.

Position		Nonparticipants	Participants	Community Members	Recipients
2 administrators:	3%	1	0	1	0
29 elementary:	45%	9	16	1	4
32 secondary:	49%	15	15	2	3
2 elem. & sec.:	3%	1	1	0	0

TABLE 3.

Degree		Nonparticipants	Participants
36 Bachelors:	55%	16	20
29 Masters:	45%	10	19

Hours Plus

TABLE 4A.

Bachelors: Plus hours ranged from 0 to 40:

Had the following additional semester hours:

Nonparticipants		Participants	
Hours/(# of Part.)		**Hours/(# of Part.)**	
0	(2)	0	(1)
1	(1)	4	(2)
3	(1)	12	(1)
6	(2)	13	(1)
19	(1)	14	(1)
20	(1)	15	(1)
36	(1)	18	(2)
		20	(4)
		22	(1)
		24	(2)
		25	(1)
		28	(1)
		30	(1)

TABLE 4B.

Masters: Plus hours ranged from 0 to 65:

Had the following additional semester hours:

Nonparticipants (by choice)		Participants	
Hours/(# of Part.)		**Hours/(# of Part.)**	
2	(2)	0	(2)
4	(1)	2	(1)
		6	(1)
		10	(2)
		20	(3)
		22	(2)
		30	(1)
		33	(1)
		65	(1)

TABLE 5.

Marital Status	Nonparticipants	Participants
16 Single: 25%	9	7
49 Married: 75%	17	32

TABLE 6.

Dependents		Nonparticipants	Participants
28 with 0:	43%	14	14
8 with 1:	12%	3	5
13 with 2:	20%	3	10
9 with 3:	14%	5	4
5 with 4:	8%	1	4
1 with 5:	2%	0	1
1 no answer:	2%	0	1
65 total:		26	38

TABLE 7.

Awareness

5 were not aware:	8%
60 were aware:	92%

TABLE 8.

Points Earned	Number of teachers (and %)
0	24 (37%)
1 - 5	9 (14%)
6 - 10	8 (12%
11 - 15	10 (15%
?	7 (11%)
No answer	4 (6%)

TABLE 9.

Nonparticipation (and %)	no interest	too much work	not aware	other	n/a	no answer
	2 (3%)	5 (7%)	2 (3%)	23 (35%)	30 (46%)	4 6%

Some reasons for nonparticipation:

- Not applicable to present position (tutor, counselor, administrator)
- Living too far from communities or universities
- Didn't believe program was understandable (points)
- Not here at the time (65% answered this -- 15 of 23 responses)
- Not a sincere program
- No time (coaching, etc.)
- Frozen when they began teaching
- No answer

TABLE 10.

Able to Explain (and %)	In detail	Adequately	Roughly	Not at all	No answer
	6 (9%)	17 (26%)	22 (34%)	8 (12%)	12 (18%)

TABLE 11.

Desire to Reinstate Program (and %)	Yes	No	?	No answer
	35 (54%)	11 (17%)	1 (1%)	18 (12%)

Discussion of Findings

Interviews with the former Superintendent and several of the teachers who were the original members of the committee that constructed Rittman's merit pay incentive program provided information about the program's conception and implementation. Most of what forms the basis for the requirements towards the awarding of merit pay is the "brainchild" of the former superintendent, Dr. Haschak, exclusively. Those who participated on the committee felt that much of their construction work was already written in cement and that is was their job to merely add the finishing touches. Therefore, the primary author of the Rittman Schools Merit Pay Program was Dr. Haschak and perhaps some indirect influence by Kent State University (where Dr. Haschak was completing his doctorate while at Rittman).

After confirmation of the program's creation process, answering those questions targeted previously in the proposed research outline followed. Comparing and contrasting some of the various categories on the completed questionnaires provided many of those answers.

In the comparison between number of years of employment and participation there is an observable correlation:

TABLE 12.

Years of Employment	Percentage Participating
0 - 5 years	11% (or 2 out of 18)
6 - 10 years	60% (or 9 out of 15)
11 - 15 years	75% (or 6 out of 8)
16 - 20 years	80% (or 8 out of 10)
26 - 30 years	80% (or 4 out of 5)
21 - 25 years	88% (or 7 out of 8)

On the surface these figures would appear to support the premise that additional years experience correlated with participation in the program.

Upon further examination of the first level of employment, certain influencing factors must be noted. That 18 teachers were aware of and therefore eligible to participate is somewhat misleading. The merit pay incentive was frozen during the summer of 1986, 11 of the 18 teachers were employed by Rittman after that date and two during the school year preceding the freeze. Therefore, a more realistic number for comparison of participation and those eligible would be seven; so that an adjustment of two out of seven would alter the percentage to 29. Even with this more accurate number, zero to five years remains as the category with the lowest number of eligible participants. The greatest difference in participation occurs between the first two levels of employment and the remaining four. Five teachers and six from six to 10 years. Whereas, only one or two from each of the last four employment levels made the decision to abstain.

A second category for comparison was employment position. Sixty-nine percent (20 out of 29) of elementary school teachers and 53% (17 out of 32) of secondary school teachers were active participants. When nonparticipants are factored out (which will be done from this point on automatically) based on eligibility (not employed at the time of an "active" program) the percentage difference does not markedly change -- 83% for elementary (20 out of 24) and 65% for secondary (17 out of 26).

Several suggestions could be offered at this point for the greater participation of the elementary school teachers, but none would be based on any firm facts. Obviously, one could rationalize a case in this particular category to support almost any theory. The findings from this category alone offer no significant meaning. In addition, there was no correlation whatsoever to be made between subject area and/or grade and participation.

Concerning the areas of highest degree held and additional college semester hours: 69% of those with a bachelors degree participated; 73% of those with a masters degree participated (45% of those answering the questionnaire have a masters degree or master + additional hours).

This category is one in which a definite correlation can be drawn concerning degree status and involvement in the merit pay program. Those teachers with bachelors + hours beyond six and teachers with masters degree + hours beyond four had the highest percentage of applications for merit pay points. Motiviation is the underlying key here, be it in the pursuit of professional growth for its own sake (nonmonetary reasons) or for the "bonus" of monetary gain; which the researcher believes to be a secondary incentive (based purely on personal knowledge of several teachers professional growth motivation).

In the category of marital status, 73% of the married crew eligible to participate did so; while only 64% of the single teachers applied for points. And concerning dependents:

TABLE 13.

Number of Dependents	Percentage Participating
0	39% (or 14 out of 21
1	71% (or 5 out of 7)
2	83% (or 10 out of 12)
3	50% (or 4 out of 8)
4	80% (or 4 out of 5)
5	100% (or 1 out of 1)

When considering dependents overall, 76% (or 25 out of 33) with dependents participated from those with zero dependents. Apparently those teachers with families were almost twice as apt to make the effort at accumulating points as were those without families.

A mere eight percent of the teachers (five) responded that they were not aware of the merit pay incentive program. Of those five teachers, four have been employed for only one year or less (one of these teachers has six years of employment, but has only returned within the past year after a 10 year hiatus) and the last, although answering "not aware" of the program, also responded that she could adequately explain.

One problem with the research in the area of awareness was that nonawareness and nonparticipation could not be considered synonymous. Many teachers who did not participate due to insufficient length of employment responded "yes" to awareness as they had learned of the currently defunct program after 1986 when it was frozen.

The remaining categories of the questionnaire were intended to elicit more direct answers and feelings about the program itself and not for use with comparison of participation.

In reference to point accumulation, nine of the teachers (14%) had between one and five points at the time of the program's "termination." Eight teachers (12%) had from 6 to 10 points and 10 (15%) claimed from 11 to 15 points. Many of the teachers in this last group (11-15 points) with almost enough points for completion of requirements and awarding of cash bonuses, responded bitterly about the abrupt ending of the program and their unrecognized efforts.

Four percent of the teachers did not respond at all to this question. The majority had no points as a result of nonparticipation either by choice or ineligibility (although there was a category for zero points to which 25 teachers did respond).

Seven of the teachers placed a question mark by the number of points and often qualified it with a remark about not knowing exactly how many they had accumulated. This uncertainty did not come as a surprise as one of the most striking discoveries when reviewing the merit pay files at the Central Administrative Office was the disorganization in recordkeeping, especially concerning individual accumulated points.

The majority of teacher's claimed points did not coincide with those listed in the permanent records on file at the Central Office. This was confirmed through the direct experience of the researcher.

One comment by a teacher/administrator who had served on the committee that created the program and who had worked closely with the superintendent during and after its creation was "from the administrative side, Dr. Haschak (former Superintendent and creator of the program) found that keeping track of points earned got to be quite time consuming." Dr. Haschak has since moved on to another superintendency (Summer 1988).

When given four choice for reasons for lack of participation, only three percent chose "no interest." Similar small percentages were recorded for "too much work" -- seven percent, "nonawareness" -- three percent and no answer -- six percent. The majority checked "other" and when asked for a brief explanation most gave no answer at all. Of the five teachers who did respond with an explanation, all wrote that they were not aware of the program or that it has not been in effect since their employment or that they were notified by the superintendent that they were not eligible because of their position (administrator or guidance personnel).

One reason for the limited number of explanations could be the location of this question on the questionnaire. It appeared at the first question on the backside of the questionnaire and 16 of the 65 teachers overlooked answering that side altogether.

In answering the last group of questions, 34% of teachers could "roughly" explain the program if requested to do so. Adding this percentage with those of "adequately" (26%) and "in detail" (nine percent) mirrors the fact that almost three-fourths of the teachers feel cognizant enough about the specifics of the program and its requirements to be able to explain it with some degree of understanding. Of the 12% who could not explain it, all have been employed by the district since 1986.

A majority (54%) would like to see the program reinstated, although many qualified their "yes" with errors in the present program they felt needed to be changed. Of the 17% who responded "no," five had not participated (two by choice, two were not employed at the time, and one was not eligible due to position), four had accumulated between 6 and 11 points and two were actual cash recipients having met all of the requirements. These two cited cost effectiveness, insincerity of the program's purpose, criteria for points and inequitable receiving of monies by those who have completed points and those very close when the program was frozen. The other no votes gave similar explanations.

Conclusions

Was the Rittman merit pay incentive an effective program? Fifty-four percent of those teachers answering the questionnaire would reinstate it; but many who would do so had various reservations, reservations that focused primarily on the evaluation aspect of merit.

Overall, teachers did not vehemently object to the process of accumulating points (although some cited criteria and too much paperwork for submission towards points as problems); instead, they pointed towards the determination process by which points were awarded as being the major flaw. Principals and the Superintendent who served as judges of voluntarily submitted evaluations were seen as occasionally being unfair with respect to all teachers when assigning points. The Review Committee, which determined all other awarding of points, was mentioned as having been unjust in a few instances when accepting or rejecting submitted activities for points.

Educators in Rittman, not unlike educators throughout the nation, are not opposed to the monetary recognition of excellence in teaching. They do resist what they consider sometimes biased and indiscriminant judgements of their teaching skills and abilities by an evaluator who often lacks the proficiency or sufficient time to thoroughly and effectively perceive their teaching panorama and rate its quality.

Of the seven teachers who accumulated enough points to earn the merit pay cash bonus before the program was frozen, only two had positive comments about its validity. Both teachers believed that this incentive helped educators stay current in their teaching area and with effective curriculum and instruction. Four recipients expressed concern about the sincerity of the program as merely a superficial trapping that benefitted the teachers less than it made the administration look good. Thee same four also referred to the ill-will the program caused with its abrupt ending and the fact that they were receiving monetary compensation while others, some with points close to 15 and some with lesser numbers, were awarded nothing. The one remaining recipient chose not to make any comments about reinstatement or value of the program.

Another stumbling block that hindered the success of the merit pay program was insufficient funding. Rittman's ability to fund the program depended solely on left-over monies. As a result, with the first budget-crunch the cash awards to newly-qualifying applicants were terminated. In retrospect, for this monetary incentive to be successful revenues must be targeted from within the school system's annual appropriated finances.

Having weighed all of the information received through the questionnaires and all of the information garnered as a result of the readings, it is the researcher's firm opinion that incentive programs can and do work. They have the potential to effectively reward good teachers for their extraordinary efforts. To quote a Rittman merit pay recipient who commented on a flaw in our current pay structure, ". . . that two people with the same amount of experience can earn the same amount of pay, although one may be working extremely hard while the other one just coasts along until retirement!"

How state and local school officials construct and organize the processes through which teachers may receive rewards for their achievements is a debatable issue. One essential key ingredient is necessary -- teacher involvement and ownership of the program. And this ownership, as was not the case with the Rittman program, must take place from inception onward.

Time and time again school officials overlook their most valuable resource, the teacher. And time and time again programs will fail, as did the one in Rittman, and programs will be rejected until the professionalism and ethical character of most teachers is realized and incorporated in decision-making processes.

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Teacher Incentives and Professional Growth:

Waunakee Community Schools Incentive Program
An Assessment

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Teacher Incentives and Professional Growth: Waunakee Community Schools Incentive Program An Assessment

Program Description

Rationale

The Waunakee Schools instituted an incentive program for teachers in 1984-85 and has currently negotiated to continue the program through the 1990-91 school year. The program involves three strands or components:

1. Evaluation: Each teacher is evaluated four times by two administrators on an alternate year basis. The evaluation instrument contains criteria and provisions for examining teacher planning, instructional skills, classroom management, and professional expectations.

2. Career Ladder and Merit Pay: Includes the provision for several levels of advancement including provisional teacher (years 1-3), professional teacher, master teacher, and teacher specialist. The merit pay phase is based on receiving a rating of commendable or outstanding on the evaluation. The ratings are: unsatisfactory (0), satisfactory (1), commendable (2), and outstanding (3).

3. Staff Improvement Program: The district's staff improvement plan is designed to meet the curriculum needs of the district and to address the continuing educational needs of the district's employees. Staff improvement days and individual staff improvement plans are the two parts of the program. Teachers work on individual staff improvement goals in the year that they are not being evaluated.

The individual staff improvement plans include the following elements:

1. Each teacher selects two goals to work on during the staff improvement year. These two goals may address items from the summative evaluation report (see Appendix II - Forms A and B).

2. Each teacher does a minimum of 24 hours of activities to address these two goals. These activities may include college courses, workshops, professional readings and audiovisual materials and other opportunities of the teacher's choosing (see Appendix II - Form C).

3. Each teacher selects a teacher-to-teacher (T-2-T) member to assist them with their plan. Seventy teachers volunteered to be on a list of T-2-T participants. The teacher and T-2-T that is chosen meet at least four times during the school year. The T-2-T role is to provide encouragement, suggestions, and may be invited into the classroom for peer observation. This role is non-judgmental and non-supervisory in nature.

Study Description

This research study assesses teachers' and administrators' attitudes toward the staff improvement phase of the program and on their attitudes toward their professional growth, monetary incentives, and student performance.

The study addresses the following specific items:

1. Teacher ownership and overall satisfaction with the staff improvement portion of the incentive project.
2. The teacher-to-teacher component of the program.
3. Attitudes toward the financial incentives of the system versus a traditional system.
4. Perceptions of whether the program has encouraged positive innovation in the classroom.
5. Respondents' perceptions of whether involvement in staff improvement activities has led to improved instruction and learning in the district's classrooms.

Literature Search

There is a growing body of literature on staff development and staff improvement programs. Many of the articles indicate that there is a positive correlation between effective staff improvement programs and teacher change.

Effective staff development programs are "systematic attempts to bring about change in the classroom practices of teachers, change in attitudes and beliefs, and change in learning outcomes of students." (Guskey, 1986).

Teacher attitudes change in a sequence which is described in a model proposed by (Guskey, 1986). The model proposed by (Guskey, 1986). The model describes four steps:

1. Staff development opportunities
2. Change in teacher's classroom practices
3. Change in student's learning outcomes
4. Changes in teacher's beliefs and attitudes

A paper presented by Alexander Grande (1987) presents a model of staff improvement which includes the following five strategies for teacher change:

1. Science of teaching program (six day seminars)
2. Teacher incentive for excellence program
3. Staff recognition program
4. Professional growth cycle
5. Utilizing your professional associations

This model emphasizes some of the same areas that the Waunakee model stresses.

Ross S. Blust (1986) studied teacher perceptions of school effectiveness variables as they relate to student achievement. One hundred fifty-five school districts in Pennsylvania responded to a survey. The study concluded that there is a statistically significant link between teacher perceptions of effectiveness variables and most student achievement measures. The article tends to support the validity of the perceived linkage between student achievement and staff improvement fostered by the incentive project in Waunakee.

Research Methodology

A survey was developed by the researcher to assess the staff's attitudes toward the components of the incentive project. It was determined to construct the survey so that data could be analyzed by building location of respondent and also by the number of years of teaching experience for each respondent.

The surveys were submitted to 127 professional teachers and 101 were returned, for a response rate of 80 percent. Teacher names were optional and also provisions were made for comments on all questions by the respondents. The surveys were constructed so that a scanner could be used to help analyze the results. Eight surveys were submitted to administrative staff and all eight were returned. The data from the administrators helped substantiate the results obtained from the teachers.

The data was analyzed in eight different categories:

1. Total staff
2. High school staff
3. Middle school staff
4. Elementary school staff
5. 0-3 years of experience
6. 4-9 years of experience
7. 10-15 years of experience
8. 16+ years of experience

The teachers' responses are based on perceptions that they have of teacher change and student achievement. The administrators' responses are based on actual observable criteria that they have used in their role as evaluators of the teaching staff.

Findings of the Survey

The findings are presented in two formats. The first format is a two page summary of the raw data based on the eight categories described in research methodology section. The second format is a percentage response of the "strongly agree" and "agree" together and the "disagree" and "strongly disgree" responses. By grouping these categories together it is possible to analyze the data into an overall positive response and an overall negative response to the survey questions.

The administrative responses are included in a separate section. The administrative responses are based on actual observable changes that the evaluators have seen in their four evaluations of each teacher during the evaluation cycle. The responses to question 10 on both the teacher survey and the administrative survey indicate that positive change is taking place in the district's classroom. Ninety percent of the teaching staff and one-hundred percent of the administrative team either agrees or strongly agrees with the statement.

Beginning teachers (0-3 years of experience) felt very positive about all phases of the incentive program. The experience category that rated most categories the lowest were the teachers with 4-9 years of experience.

The findings by building are as follows:

1. H.S. Staff - highest ratings in 7 of 8 categories
2. M.S. Staff - 4 ratings second, 3 third, 1 same
3. Elem. Staff - 1 highest, 4 second, 2 third, 1 same

The findings by years of experience:

1. 0-3 yrs. - 100% positive in all areas surveyed
   (note: only five teachers in sample)

The following three areas will be compared:

1. 4-9 yrs. - 2 categories the highest
   2 categories second
   4 categories the lowest

2. 10-15 yrs. - 2 categories the highest
   6 categories second

3. 16+ yrs. - 5 categories the highest
   2 second
   1 lowest category

The findings show that the high school staff and the more experienced staff have a slightly higher positive reaction to the incentive project than the other buildings or experience levels.

Appendix IV contains a complete list of teacher comments from the surveys. These comments are very important personal testimony to validate some of the raw numerical data presented.

Discussion of Findings

There is positive support for the incentive program at Waunakee Community Schools. Eighty-two percent of the teaching staff feel that they are more effective in the classroom today than they were four years ago because of the staff improvement activities that they have been involved with during this time. Administrative staff in their survey responses indicate that they are seeing more effective instruction and that this effective instruction is translating into a positive learning environment for the students. All eight administrators agreed that more positive innovation is taking place in the classrooms of the district. This survey result is based on four evaluations per teacher by the administrator during the evaluation cycle.

Another conclusion from the data is that teachers feel very positive about the ownership of their professional growth opportunities. Ninety percent of the teachers said they feel ownership of their staff improvement. The teachers select their goals, select their teacher-to-teacher, and select the activities to address their goal. Administrative suggestions from the evaluation cycle are considered as key components of staff development goal setting, but they are not mandated components (see Appendix II, Form A, Part A).

The financial implications of the project rank very high with most staff. Eighty-two percent of all staff feel that they have more financial incentives available to them now than the incentives offered in a traditional salary schedule. These incentives include merit pay, convention stipends, project grant monies, and a ten step salary schedule with $3,000 steps available for staff.

The teachers who have from 4-9 years of experience have expressed through the survey results that they are not as satisfied with the financial incentives as the other groups. Fifty-three percent felt that they are better off financially than they would have been with the incentives of a traditional system. This group of staff feels that there is tremendous pressure on taking classes, workshops, and other activities in order to advance through the salary schedule, and find it difficult to manage the course content they are teaching and to take classes at the same time. The more experienced teacher did not express this same concern.

The Waunakee teachers in May of 1989 ratified a two-year contract to continue the project for two more years. The ratification vote was 72% for and 28% against continuing the project. The vote result is close to the satisfaction levels that were presented in this study.

Conclusions

One of the problems that needs to be addressed by the teachers, board of education, administration, and community is that of continued financial and philosophical support for the project. The twenty percent of the staff that are resistent to the project need to be involved in reviewing, revising, and updating the project. The more people feel ownership in the project, the more positive the experience will become.

Can this project be replicated in other districts?

These are some questions that need to be addressed:

1. What is the trust level among all groups: school board, teachers, administration, and community?
2. Are all groups willing to take a risk for change?
3. Is there a financial commitment to an unknown amount of money if it can be shown that better teaching and more learning is taking place?

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Administrative Survey Results

Composite Teacher Survey Results

Composite Teacher Survey (Percentage)

(QUESTIONS 1-3 -- DEMOGRAPHIC INFORMATION -- ON THE FOLLOWING 3 SURVEYS HAVE BEEN OMITTED)

Administrative Survey Results

4. I observe more effective teaching in classrooms currently and attribute this to some of the staff improvement activities teachers have been involved with during the past one to three years.

	strongly agree	agree	disagree	strongly disagree
8 administrators	5	3		

5. I have observed that teachers feel personal ownership of their staff improvement plans and professional growth opportunities.

	strongly agree	agree	disagree	strongly disagree
8 administrators	3	5		

6. The incentives for administrators to become involved in their own professional growth and inservice opportunities are equal to that of the teaching staff.

	strongly agree	agree	disagree	strongly disagree
8 administrators			5	3

7. The teacher-to-teacher concept is bringing teachers together in a positive manner and positive sharing is taking place.

	strongly agree	agree	disagree	strongly disagree
8 administrators	1	7		

8. The teacher incentive project has given teachers more control of their financial future than a traditional system.

	strongly agree	agree	disagree	strongly disagree
8 administrators	7	1		

9. The teacher incentive program has encourgaged teachers to be involved in a variety of improvement activities. This involvement has promoted and encouraged positive innovation in the classroom

	strongly agree	agree	disagree	strongly disagree
8 administrators	3	5		

10. Through observation and sharing with teachers and other administrators. I believe that the various skills and innovations learned by teachers have led ton improved instruction and learning in many of the classrooms in the district.

	strongly agree	agree	disagree	strongly disagree
8 administrators	3	5		

11. Overall rating of the staff improvement activities offered to all district employees.

	v.positive	positive	neutral	negative	v.negative
8 administrators	5	3			

Composite Survey Results

4. I am a more effective teacher today because of the staff improvement activities that I have done during the past one to three years.

	strongly agree	agree	disagree	strongly/disagree
101 staff	33	49	14	5
33 H.S. Staff	11	18	2	2
29 M.S. Staff	9	14	3	3
39 Elem. Staff	12	19	8	0
5 with 0-3 exp.	1	4	0	0
15 with 4-9 exp.	1	12	1	1
41 with 10-15 exp.	14	21	6	0
40 with 16+ exp.	12	20	6	2

5. I feel personal ownership of my staff improvement plans and professional growth.

	strongly agree	agree	disagree	strongly/disagree
101 staff	40	50	8	2
33 H.S. Staff	16	16	1	0
29 M.S. Staff	12	14	1	2
39 Elem. Staff	12	20	6	0
5 with 0-3 exp.	2	3	0	0
15 with 4-9 exp.	6	5	3	1
41 with 10-15 exp.	15	23	3	0
40 with 16+ exp.	17	20	2	1

6. Please rate your experience as a teacher-to-teacher participant.

	not applicable	very positive	positive	negative	v.neg.
101 staff	12	28	57	4	0
33 H.S. Staff	4	7	22	0	0
29 M.S. Staff	2	9	16	2	0
39 Elem. Staff	6	12	19	2	0
5 with 0-3 exp.	3	2	0	0	0
15 with 4-9 exp.	5	3	7	0	0
41 with 10-15 exp.	2	10	27	2	0
40 with 16+ exp.	2	13	23	2	0

7. Please rate the helpfulness of the teacher-to-teacher member you picked.

	very helpful	helpful	not helpful
101 staff	29	63	9
33 H.S. Staff	10	22	1
29 M.S. Staff	8	19	2
39 Elem. Staff	11	22	6
5 with 0-3 exp.	3	2	0
15 with 4-9 exp.	5	7	3
41 with 10-15 exp.	8	31	2
0 with 16+ exp.	13	24	3

8. The teacher incentive project has given me more control of my financial future than a traditional system.

	strongly agree	agree	disagree	strongly/disagree
101 staff	33	49	14	5
33 H.S. Staff	11	18	2	2
29 M.S. Staff	9	14	3	3
39 Elem. Staff	13	17	9	0
5 with 0-3 exp.	2	3	0	0
15 with 4-9 exp.	2	6	5	2
41 with 10-15 exp.	14	20	6	1
40 with 16+ exp.	15	20	3	2

9. The teacher incentive program has encouraged me to be involved in a variety of improvement activities. This involvement has promoted and encouraged positive innovation in my classroom.

	strongly agree	agree	disagree	strongly/disagree
101 staff	25	61	12	3
33 H.S. Staff	7	22	2	1
29 M.S. Staff	8	17	3	1
39 Elem. Staff	10	22	7	1
5 with 0-3 exp.	2	3	0	0
15 with 4-9 exp.	2	9	2	2
41 with 10-15 exp.	9	25	6	1
40 with 16+ exp.	12	24	4	0

10. Through observation and sharing information with other teachers and students, I believe that the various skills and innovations learned by teachers have led to improved instruction and learning in many of the classrooms in the district.

	strongly agree	agree	disagree	strongly/disagree
101 staff	19	71	10	1
33 H.S. Staff	8	20	4	1
29 M.S. Staff	4	22	4	1
39 Elem. Staff	7	29	3	0
5 with 0-3 exp.	2	3	0	0
15 with 4-9 exp.	1	11	3	0
41 with 10-15 exp.	9	27	4	1
40 with 16+ exp.	7	30	4	0

11. Overall rating of your staff improvement activities during the past one to three years.

	v. positive	positive	neutral	negative	v.neg.
101 staff	27	58	12	3	1
33 H.S. Staff	10	21	1	1	0
29 M.S. Staff	8	15	4	1	1
39 Elem. Staff	9	22	7	1	0
5 with 0-3 exp.	2	3	0	0	0
15 with 4-9 exp.	2	9	3	0	1
41 with 10-15 exp.	11	22	6	2	0
40 with 16+ exp.	12	24	3	1	0

Composite Survey Results
Percentage Responses

4. I am a more effective teacher today because of the staff improvement activities that I have done during the past one to three years.

	strongly agree & agree	disagree & strongly disagree
101 staff	82%	18%
33 H.S. Staff	88%	12%
29 M.S. Staff	79%	21%
39 Elem. Staff	79%	21%
5 with 0-3 exp	100%.	0%
15 with 4-9 exp.	87%	13%
41 with 10-15 exp.	85%	15%
40 with 16+ exp.	80%	20%

5. I feel personal ownership of my staff improvement plans and professional growth.

	strongly agree & agree	disagree & strongly disagree
101 staff	90%	10%
33 H.S. Staff	97%	3%
29 M.S. Staff	90%	10%
39 Elem. Staff	82%	18%
5 with 0-3 exp	100%.	0%
15 with 4-9 exp.	73%	27%
41 with 10-15 exp.	93%	7%
40 with 16+ exp.	93%	7%

6. Please rate your experiences as a teacher-to-teacher participant.

	very positive & positive	negative & very negative
101 staff	96%	4%
33 H.S. Staff	100%	0%
29 M.S. Staff	93%	7%
39 Elem. Staff	94%	6%
5 with 0-3 exp	100%.	0%
15 with 4-9 exp.	100%	0%
41 with 10-15 exp.	95%	5%
40 with 16+ exp.	95%	5%

7. Please rate the helpfulness of the teacher-to-teacher member you picked.

	very helpful and helpful	not helpful
101 staff	92%	8%
33 H.S. Staff	97%	3%
29 M.S. Staff	93%	7%
39 Elem. Staff	85%	15%
5 with 0-3 exp	100%.	0%
15 with 4-9 exp.	80%	20%
41 with 10-15 exp.	95%	5%
40 with 16+ exp.	93%	7%

8. The teacher incentive project has given me more control of my financial future than a traditional system.

	strongly agree & agree	disagree & strongly disagree
101 staff	82%	18%
33 H.S. Staff	88%	12%
29 M.S. Staff	79%	21%
39 Elem. Staff	77%	23%
5 with 0-3 exp	100%.	0%
15 with 4-9 exp.	53%	47%
41 with 10-15 exp.	83%	17%
40 with 16+ exp.	88%	12%

9. The teacher incentive program has encouraged me to be involved in a variety of improvement activities. This involvement has promoted and encouraged positive innovation in my classroom.

	strongly agree & agree	disagree & strongly disagree
101 staff	86%	14%
33 H.S. Staff	88%	12%
29 M.S. Staff	86%	14%
39 Elem. Staff	82%	18%
5 with 0-3 exp	100%.	0%
15 with 4-9 exp.	73%	27%
41 with 10-15 exp.	83%	17%
40 with 16+ exp.	90%	10%

10. Through observation and sharing information with other teachers and students. I believe that the various skills and innovations learned by teachers have led to improved instruction and learning in many of the classrooms in the district.

	strongly agree & agree	disagree & strongly disagree
101 staff	90%	10%
33 H.S. Staff	85%	15%
29 M.S. Staff	90%	10%
39 Elem. Staff	92%	8%
5 with 0-3 exp	100%.	0%
15 with 4-9 exp.	80%	20%
41 with 10-15 exp.	88%	12%
40 with 16+ exp.	93%	7%

11. Overall rating of your staff improvement activities during the past one to three years.

	v.positive & positive	neutral	negative and v. negative
101 staff	85%	12%	3%
33 H.S. Staff	94%	2%	2%
29 M.S. Staff	79%	14%	7%
39 Elem. Staff	80%	18%	2%
5 with 0-3 exp	100%.	0%	0%
15 with 4-9 exp.	73%	20%	7%
41 with 10-15 exp.	80%	15%	5%
40 with 16+ exp.	90%	7%	3%

Appendix

- Teacher Incentive Proposal
- Staff Improvement Forms
- Survey Responses
- Teacher Survey Comments

WAUNAKEE
TEACHER INCENTIVES

WAUNAKEE COMMUNITY SCHOOL DISTRICT

101 SCHOOL DRIVE

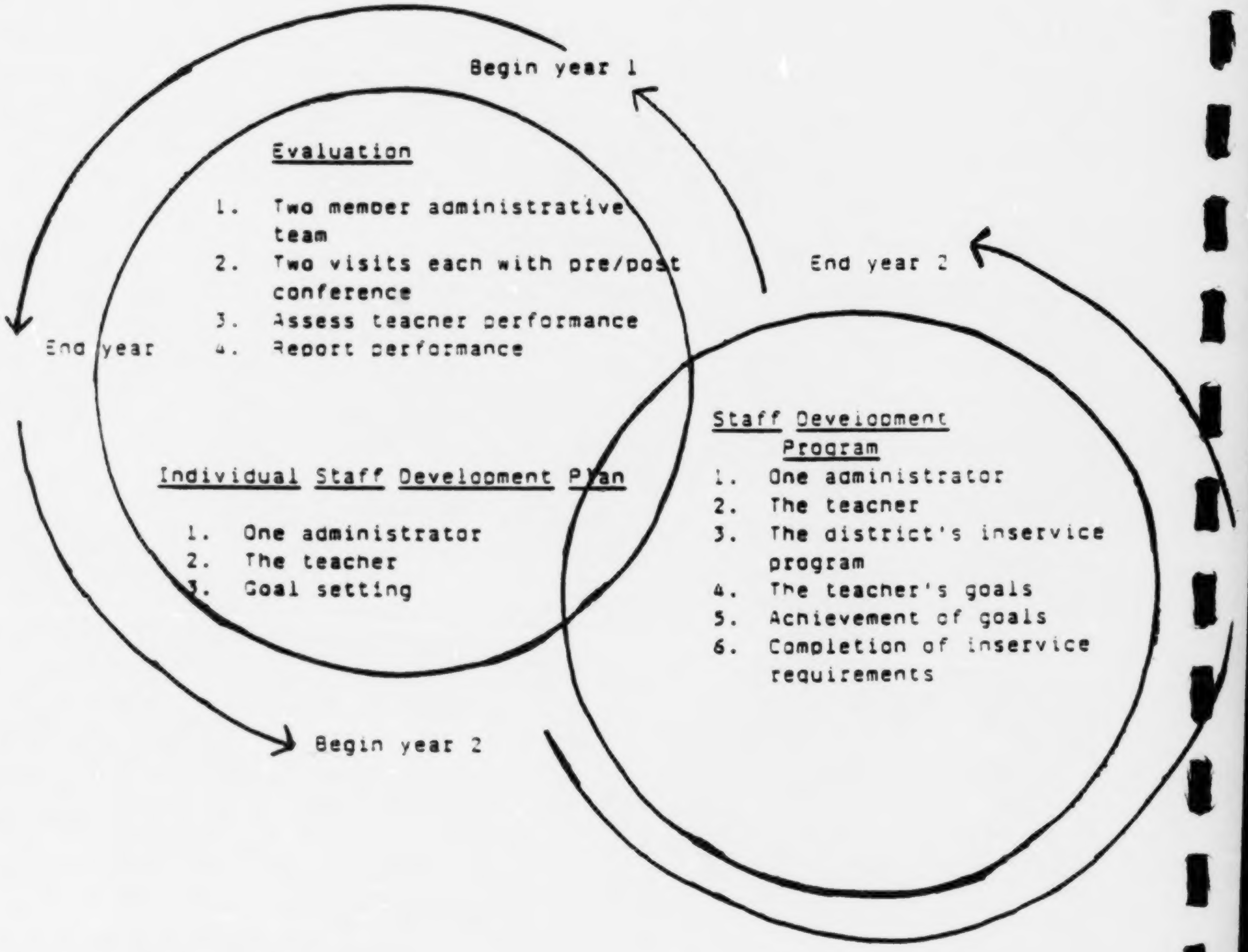
WAUNAKEE, WISCONSIN 53597

MICHAEL R. ADLER, PRESIDENT, BOARD OF EDUCATION
ALLEN K. ROSENTHAL, DISTRICT ADMINISTRATOR
MARK M. HETZEL, PROJECT DIRECTOR
JOHN WEBBER, WTA PRESIDENT

Fall, 1988

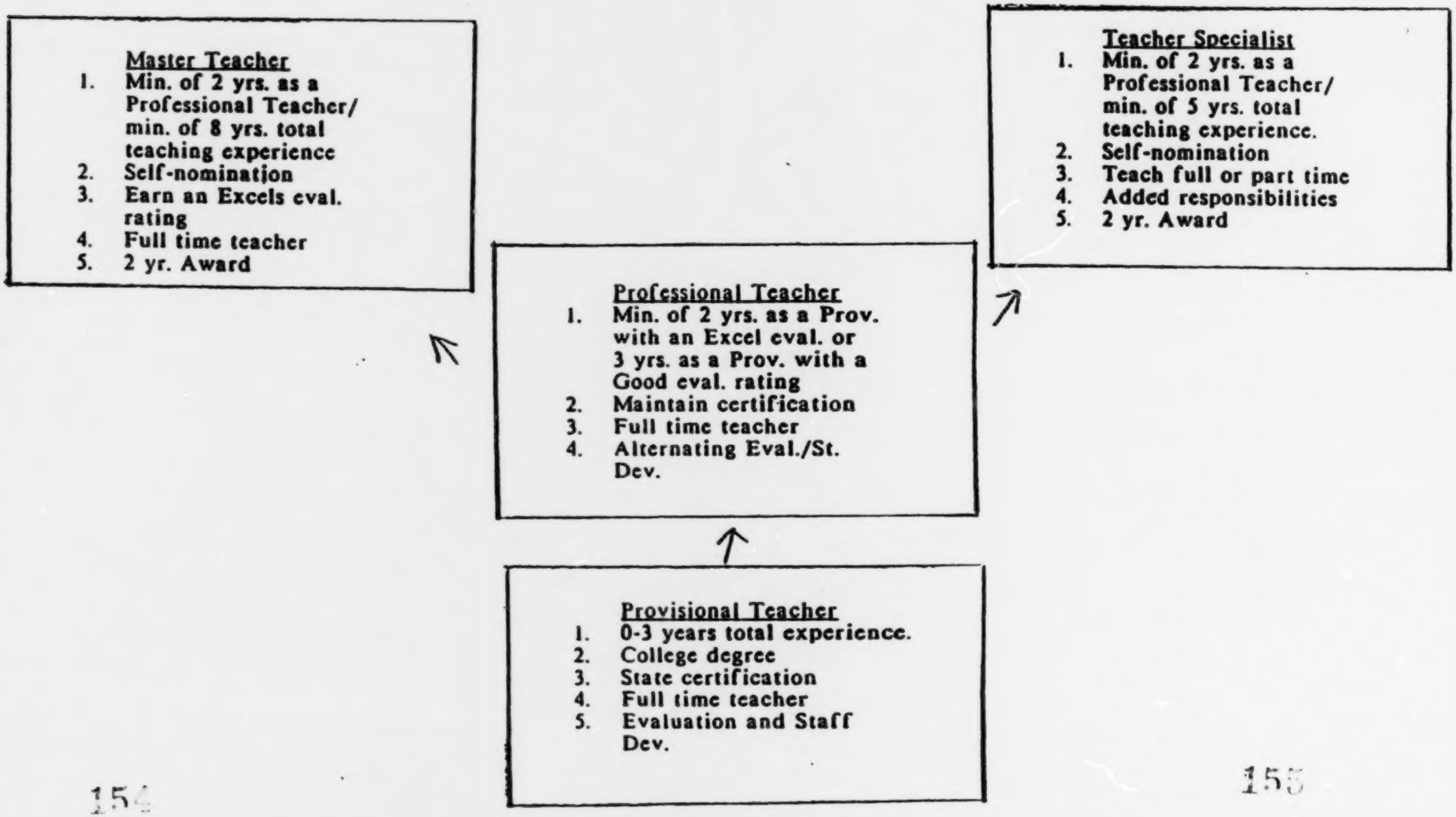
Teacher Evaluation Model

A. Conceptual Design


Begin year 1
Evaluation
1. Two member administrative team
2. Two visits each with pre/post conference
3. Assess teacher performance
4. Report performance
End year
End year 2
Individual Staff Development Plan
1. One administrator
2. The teacher
3. Goal setting
Staff Development Program
1. One administrator
2. The teacher
3. The district's inservice program
4. The teacher's goals
5. Achievement of goals
6. Completion of inservice requirements
Begin year 2

Waunakee Community School District

Career Ladder Structure



Master Teacher

1. Min. of 2 yrs. as a Professional Teacher/ min. of 8 yrs. total teaching experience
2. Self-nomination
3. Earn an Excels eval. rating
4. Full time teacher
5. 2 yr. Award

Teacher Specialist

1. Min. of 2 yrs. as a Professional Teacher/ min. of 5 yrs. total teaching experience.
2. Self-nomination
3. Teach full or part time
4. Added responsibilities
5. 2 yr. Award

Professional Teacher

1. Min. of 2 yrs. as a Prov. with an Excel eval. or 3 yrs. as a Prov. with a Good eval. rating
2. Maintain certification
3. Full time teacher
4. Alternating Eval./St. Dev.

Provisional Teacher

1. 0-3 years total experience.
2. College degree
3. State certification
4. Full time teacher
5. Evaluation and Staff Dev.

II. Career Ladder Concept

A. Components

1. Provisional Teacher
   - a. 0 - 3 years of experience
   - b. full time teacher, limited involvement
   - c. yearly evaluation

2. Professional Teacher
   - a. 3 or more years of experience
   - b. full time teacher
   - c. alternating years of evaluation
   - d. access to merit bonus awards from evaluation
   - e. access to Developmental Project Grant

3. Master Teacher
   - a. 2 yrs. as a Professional Teacher
   - b. 8 total years of teaching experience
   - c. Outstanding Evaluation Rating
   - d. self-applies and staff development inventory
   - e. Excellence Award
   - f. Distinction as a Master Teacher

4. Teacher Specialist
   - a. 2 yrs. as a Professional Teacher
   - b. 5 total years of teaching experience
   - c. self applies and staff development inventory
   - d. Commendable Evaluation Rating
   - e. assumes additional responsibilities
   - f. compensation via payment or release time

III. The Evaluation/Supervision Model

A. Evaluation Year

1. 4 visits (2 announced and 2 unannounced by 2 administrators)
2. 2 preconferences and 5 post conferences (1 following each visit and 1 summative)
3. Criteria for evaluation
    a. Planning - 14% of the instrument
    b. Instructional Skills - 41% of the instrument
    c. Classroom Management - 31% of the instrument
    d. Professional Expectations - 14% of the instrument
4. Scores:
    a. Unobserved/Unsatisfactory - no rating (0)
    b. Level 1 = Satisfactory
    c. Level 2 = Commendable
    d. Level 3 = Outstanding
5. Ratings:
    a. Excels = 2.784 - 3.00 (93%)
    b. Commendable = 2.397 = 2.783 (80%)
    c. Satisfactory = 1.00 - 2.396 (33%)
    d. Unsatisfactory = 0 - .99 (Hold a step)

IV. Career Ladder Pay Schedule

- A. Provisional Teachers
  - 1. Accrue points but don't apply until Professional Teacher
  - 2. 3 levels
- B. Professional Teachers, Master Teachers and Teacher Specialists
  - 1. 8 levels
    - a. Level 1 - 800 - 2000 points
    - b. Level 2 - 2001 - 3000 points
    - c. Level 3 - 3001 - 4000 points
    - d. Level 8 - 8001 + points
  - 2. Point Acquisition

a. Years of experience:	1 - 10 yrs. = 400 pts. 11+ yrs. = 200 pts.
b. College Credit:	1 - 10 yrs. = 1 credit/30 pts. 11+ yrs. = 1 credit/60 pts. Complete MS = 200 additional pts.
c. CEU's	1 - 10 yrs. = 1 CEU/1 pt. 11+ yrs. = 1 CEU/2 pts.
d. Workshops/Conf./etc.	1 - 10 yrs. = 1 hr./1 pt. 11+ yrs. = 1 hr./2 pts.
e. Work Experience	1 plus yrs. = 1 hr./1/2 pt.

3. Bonus Awards

- a. Excels Merit Award
- b. Commendable Merit Award (50% of Excels Merit Award)

V. Development Project Grant

- A. Encourage development of educationally beneficial programs, aids, resources
- B. Compensate personnel for developing educational projects

VI. Teacher Incentives and Evaluation Review Committee

A. Oversee the teacher incentives program

B. Recommend modifications, changes in the incentives program and proposals

C. Establish a framework for overseeing the evaluation and staff development of the model

FORM A

WAUNAKEE COMMUNITY SCHOOL DISTRICT'S STAFF IMPROVEMENT PROGRAM

GOAL SETTING ACTIVITY

GOAL SETTING SHEETS ARE DUE ON ______________________________

TEACHER ____________________ EVALUATOR ______________________

TEACHER-TO-TEACHER TEAM MEMBER ________________________________

NOTE: PICK AT LEAST TWO (2) GOALS FROM YOUR LIST BELOW AND ENTER ON FORM B. You DO NOT have to list goals for all of the categories below.

POSSIBLE GOALS TO ADDRESS

A) Administrative recommendations identified in the evaluations:

B) Self-Identified Areas:

C) District, Building, Department Goals

D) Long-Range Goals (3-5 years)

E) Other

Meet with your primary evaluator to go over part A above. Parts B-E are the responsibility of each staff member. Pick a teacher-to-teacher member to assist you. A list of staff members will be provided.

* If any items on the teacher evaluation have a rating of less 1 a total of eight (8) hours of activities shall be prescribed by your primary evaluator to address the area needed

gold-teacher pink-team member canary-evaluator white-council

FORM B

WAUNAKEE COMMUNITY SCHOOL DISTRICT'S STAFF IMPROVEMENT PROGRAM

TEACHER'S GOALS FOR STAFF IMPROVEMENT YEAR (MINIMUM OF TWO)

GOAL SHEET IS DUE ON: ______________________________

TEACHER______________________ EVALUATOR__________________

TEACHER-TO-TEACHER TEAM MEMBER______________________
Note: If you have more than 3 goals use additional FORM B

GOAL ONE: ______________________________

ACTIVITIES:

EXPECTED RESULTS:

GOAL TWO: ______________________________

ACTIVITIES:

EXPECTED RESULTS:

GOAL THREE: ______________________________

ACTIVITIES:

EXPECTED RESULTS:

DATE REVIEWED WITH TEACHER-TO-TEACHER: ________________

DATE REVIEWED WITH EVALUATOR: ________________

gold-teacher pink-team member canary-evaluator white-council

FORM C

WAUNAKEE COMMUNITY SCHOOL DISTRICT'S STAFF IMPROVMENT PROGRAM

ACTIVITY LOG SHEET FOR EACH GOAL

All ACTIVITY LOG SHEETS ARE DUE ON ____________________

TEACHER ____________________ EVALUATOR ____________________
TEACHER-TO-TEACHER MEMBER ____________________

Goal Addressed: ____

Activities to address each goal:

Activity 1: ______________________________
Location: ______________________________
Date: ____________ Hours: ____________
Comments:

Activity 2: ______________________________
Location: ______________________________
Date: ____________ Hours: ____________
Comments:

Activity 3: ______________________________
Location: ______________________________
Date: ____________ Hours: ____________
Comments:

TOTAL HOURS ON GOAL __________

NOTE: If you did more than three activities to address a goal please fill out another Log Sheet (Form C)

Specific actions I plan to take as a result of the activities:
1. ____
____
2. ____
____

RATE EACH ACTIVITY:

Activity 1:	excellent	v. good	satisfactory	poor
Activity 2:	excellent	v. good	satisfactory	poor
Activity 3:	excellent	v. good	satisfactory	poor

TEACHER SIGNATURE: ______________ DATE ____________________
TEACHER-TO-TEACHER OR EVALUATOR'S SIGN.: ______________

gold-teacher pink-team member canary-evaluator white-council

STAFF Improvement Release Day Request

Teacher Name______________________________ Date_____________

Evaluator____

Teacher-to-Teacher____

Goal addressed____

____

Activity____

Date attending____

Number of hours____

Note: Fill out activity Log Sheet and submit after attending

Submit to:

STAFF Improvement Co-ordinator____________________Date______

District Administrator____________________________Date______

Building principal________________________________Date______

gold-teacher
pink-teacher-to-teacher evaluator
canary-evaluator
white-council

Staff Improvement Program Assessment

by Donald Holmen, Staff Improvement Coordinator

I am doing a research project to assess teachers' attitudes toward the professional growth opportunities that they have been involved with during the past three years. These activities include all of the following: College classes, workshops, clinics, conferences, conventions, SEC evaluation visits, readings, sharing sessions(eg. Visions 2000), or servir as a presenter at one of the above activities.

Please fill out SCAN SHEET with appropriate responses and write comments in the areas provided

1. My primary responsibility is at the following building:

(a) Elementary (b) Middle School (c) High School

2. My total number of years of teaching experience is:
(a) 0-3 years (b) 4-9 years (c) 10-15 years (d) 16 or more year

3. My total number of years teaching in the Waunakee Schools:

(a) 0-3 years (b) 4-9 years (c) 10-15 years (d) 16 or more year

4. I am a more effective teacher today because of the staff improvement activities that I have done during the past one to three years.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

Comments: Please cite a personal or professional change that you have experienced as a result of a staff improvement activity.

PLACE COMMENTS ON ANSWER SHEET

5. I feel personal ownership of my staff improvement plans and professional growth.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

PLACE COMMENTS ON ANSWER SHEET

6. Please rate your experience as a teacher-to-teacher participant.

(a)not applicable (b)very positive (c)positive (d)negative (e)very neg.

PLACE COMMENTS ON ANSWER SHEET

7. Please rate the helpfulness of the teacher-to-teacher member you picke

(a)very helpful (b)helpful (c)not helpful

PLACE COMMENTS ON ANSWER SHEET

8. The teacher incentive project has given me more control of my financia future than a traditional system.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

PLACE COMMENTS ON ANSWER SHEET

9. The teacher incentive program has encouraged me to be involved in a variety of improvement activities. This involvement has promoted and encouraged positive innovation in my classroom.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

PLACE COMMENTS ON ANSWER SHEET

10. Through observation and sharing information with other teachers and students, I believe that the various skills and innovations learned b teachers have led to improved instruction and learning in many of th classrooms in the district.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

PLACE COMMENTS ON ANSWER SHEET

11. Overall rating of your staff improvement activites during past three years:

(a) very positive (b) positive (c) neutral (d) negative (e) very negat

PLACE COMMENTS ON ANSWER SHEET

Please return SCAN SHEETS to Holmen, Giovetti, or Barman

APPENDIX IV--TEACHER COMMENTS (ALL RESPONSES)

QUESTION 4: I am a more effective teacher today because of the staff improvement activities that I have done during the past one to three years.

COMMENTS:

1. I use future problem solving method with general kids.
2. More aware of the educational changes and innovations
3. I have changed the way I teach reading.
4. I am anxious to continue to explore and develop leadership ability as a result of staff improvement activities.
5. Intergrating Reading/Language after attending conference.
6. Classes and workshops taken have given me some new methods, teaching ideas, and enthusiasm to try new things.
7. Math their way, Excellence in Education, Visions 2000.
8. Achieving Excellence Class: praising children, mission statement.
9. School/Community Relations: better ways to deal w/groups.
10 More aware of needs of Middle Level students, more aware of methods of effective teaching.
11. Better attitude and more effective educator because of being in better health.
12. I have had the chance to participate in a number of things that I would not have had a chance to do otherwise, some have been excellent others average, one has to pick and choose.
13. Lee Canter's Assertive Disciplines CESA II - Semantic mapping.
14. The evaluation process makes you a better teacher.
15. More confident about discipline in my classroom.
16. Updated curriculum due to inservices/classes.
17. Instituted cooperative learning.
18. I would have taken the courses, attended the meetings, etc. anyway. I did not do them because of the staff improvement program.
19. My teaching improves when I put more time into my overall preparation rather than taking classes. Some workshops have been good but the return for the time put in has not equaled what I have gotten working on my own.
20. Greater awareness of new developments in my discipline.
21. Better at handling serious physical injuries.
22. More awareness of new classrooms programs & opportunities for kids to approach learning, ie. Child at risk-Learning styles, cooperative learning, etc.
23. Awareness of other programs and their method of operation.
24. I am trying to utilize multi learning strategies in the units I teach.
25. Less time to spend on students' papers.
26. New teaching methods such as cooperative learning, grouping, etc.
27. I would attend all the conferences etc. with or without the teacher-incentive program. I don't attend them for the points.
28. I haven't taken many in-services because I receive single hours of in-service is twice as strong for teachers with over 11 & years experience.
29. Improved in classroom management, improved in instructional techniques.
30. Because of the encouragement to earn credits and the point system I am entering graduate school.
31. Use of new teaching techniques such as cooperative learning.
32. Have begun using mastery learning in geology and weather, water and stars.

33. I have changed my attitude teaching style, and materials, etc. with regard to working with low-ability students. Also, I view school change as a positive and essential element of my job.
34. Participated in the Assertive Discipline Summer Session which gave me many good techniques to try out.
35. Content of Law & Economics updated.
36. Presenting workshops.
37. I have been motivated by an opportunity to advance financially. This had led me into classes I may not have taken. The knowledge gained has, in many cases, been for more than expected.
38. Improved lesson planning-has improved.
39. I've keyed into "higher level" thinking/critical thinking skills.
40. Cooperative learning course.
41. Study Skills workshop-I incorporated study skills into teaching now. Cooperative Teaching-increased student responsibility.
42. Not only staff improvement activities, they are listed under that category, however I would take more courses regardless of listing them under the improvement requirements. I satisfy my needs as a teacher first, and use them to satisfy requirements.
43. General knowledge acquired about Emotional disabilities areas such as ADHD, discipline.
44. I like having expectations layed out for me. Its wonderful for a new teacher like myself.
45. Very limited time in the district.

QUESTION 5: I feel personal ownership of my staff improvement plans and professional growth.

COMMENTS:

1. It's nice to be able to pick activities related to my goals.
2. All had potential for ownership.
3. I get to choose classes that I am interested in taking.
4. I write the entire plan so - obviously I feel ownership - It's the way I can grow professionally.
5. I appreciate the opportunity to select from my personal areas of interest and need.
6. There is latitude to do what I want to do.
7. Always have.
8. Some of it is "dictated" to a certain extent by primary/secondary evaluators.
9. I can choose what direction I wish to take.
10. Some suggestions grow out of the evaluation process, but my staff development goals largely reflect needs identified by myself.
11. No problem.
12. I fell ownership, but I was doing it before I was involved in staff development.
13. I dislike this system of evaluation and would like to get rid of it.
14. I would attend all the conferences etc. with or without the teacher-incentive program. I don't attend them for the points.
15. Some are determined by administration doing evaluation.
16. I have had no problems receiving approval for classes I am interested in.
17. We are given opportunities to suggest topics for workshops, etc. and to work on our individual needs as a result of the evaluation system.

18. Some evaluators would like to assign activities and give points for only those goals they assign. This would be a major mistake and negate the incentive plan completely.
19. I design it, I choose the activities, and I carry it out.
20. It is our responsibility-you can make something worthwhile of your own development or have it be a waste of time.
21. Much of what I have done re: professional growth stems from a summer DPI program (Science World)
22. I am in charge of the direction of development. It is a great system. - Such a wide possibility of development.
23. When one must enroll in classes to continually rise on the ladder, it is NOT ones choice any longer.
24. I feel I have a variety to choose from and the choice is mine alone.
25. Not only staff improvement activities, they are listed under that category, however I would take more courses regardless of listing them under the improvement requirements. I satisfy my needs as a teacher first, and use them to satisfy requirements.

QUESTION 6: Please rate you experience as a teacher-to-teacher participant.

COMMENTS:

1. I enjoyed the time spent with collegues.
2. A good experience.
3. Lots of conv. w/others-professional growth for both of us.
4. Most effective when it wa a two-way arrangement.
5. Not much time in which to meet. Some release time specifically designated for this purpose would be a good idea.
6. I have enjoyed meeting with the ones I have worked with. I hope they have learned as much from me as I have from them.
7. It didn't make any difference.
8. Haven't yet learned how to be or how to use this position effectively. Looking forward to improvement the second time around.
9. Very little teacher-to-teacher contact-What there was was good.
10. Nice people.
11. Good encouragement to try new methods etc.
12. Enjoyable learning and understanding other teacher concerns, interests, etc.
13. Sharon Nelson is an excellent caring person and professional.
14. I picked a friend that I already had.
15. It wasn't very important in what I did. We all need more guidelines to make this effective perhaps it's too formal already.
16. Always available to answer my questions--very knowledgeable about plan.
17. Middle of road-did not take advantage as much as I should have in talking with/discussion issues with my t-t.
18. Reduce the paperwork! We are inundated and overinundated with forms.
19. I have not used my teacher-to-teacher to much extent-It is hard to get together-The idea/concept is great but implementing has been difficult for me. Have not used her.
20. I believe that this is the most important contact person in the whole process; should be carefully selected so as to be objective and supportive.
21. One of the best aspects of the program-teacher helping teacher.
22. Have not experienced yet, but the support I have received has been terrific.
23. I have a wonderful teacher-to-teacher person.
24. This will be my first year, 89-90, on teacher-to-teacher.

QUESTION 7: Please rate the helpfulness of the teacher-to-teacher member you picked.

COMMENTS:

1. I feel that I am self-directed enough that I am able to use the support.
2. Helpful to bounce ideas off of.
3. He really is my coach.
4. Very helpful but again, we could have used more time.
5. He has been very willing to help me with any problem I have fared. This is the real strength of the program have a strong helpful person available.
6. There doesn't seem to be a lot that this person needs to do.
7. Need to use this person better.
8. Neither schedule really allows for a top rating. This is a definite weak point.
9. Very helpful, cooperative and aware of my interests.
10. The people who volunteer for this position don't have the time to be "very helpful". I'm not sure that they should be expected to be that.
11. For various reasons we haven't met but once. Reasons: time (lack of it) need.
12. She was helpful but not time to sit and discuss.
13. Some input from teacher-to-teacher member.
14. Great and caring!!!
15. We need to establish a more systematic schedule of meeting. Pick dates at beginning of year.
16. Kudos to E. Fassbender.
17. Not applicable.
18. Teacher-to-teacher has not been selected.

QUESTION 8: The teacher incentive project has given me more control of my financial future than a traditional system.

COMMENTS:

1. I can tailor my advancement to suit the circumstances.
2. Definitely-you get rewarded (financially now) for working harder.
3. Yes it has given me more control but because of lack of time I can't choose not to do things that will advance my salary.
4. Definitely-love it!
5. If I'm willing to take classes to earn points-I know how many points are needed to move to the next level.
6. This year I am prioritizing my children so I will stay the same.
7. It's difficult to teach full time and accumulate points at the same time.
8. There is no question that we can decide our own fate.
9. Some teachers simply take classes-contribute little-still get points-what about their primary responsibility. Teaching kids!
10. If I want the "big bucks" I can go for it.
11. The system is very good, but the activity we are involved in on any one day has a definite affect on evaluation, not your teaching!
12. It's up to us.
13. I'd rather get a yearly increase regardless. I don't have time to take necessary classes etc. to get the raises I deserve.

14. It depends on how "control" is defined-yes I can increase my salary base, but it costs money, time for self, time from kids/spouse and increases anxiety to get everything done-or stay at level I feel underpaid and overworked, etc.
15. If I wanted to give up coaching, ski club, chaperoning and all the other extras I do-I would have the opportunity to take more classes and gather more points. This system is not for coaches.
16. The incentive project has forced me to take control of my financial future. The present system forces me, in a sense, to be a permanent part-time student. I get a raise every 5 years if I don't take any classes. I need to take credits in order to get a raise sooner than every 5 years. Yes, the incentive program certainly has "encourage" me to take classes. I'd rather be encouraged and rewarded for working on my curriculum and lessons.
17. I wonder how a teacher in another district has progressed financially during the past 3 years. I've worked hard for my raises and feel I've earned every cent.
18. Agree to a limited extent-there are still problems- teachers are not rewarded for spending time with students. There are limits to advancement. Teachers only have limited control in the short term.
19. I can't imagine working under the constraints of the old system - The freedom is great.
20. I'm not 100% sure that this has meant more money then what a traditional system would give. It has been more work.
21. System is very strongly stacked against the younger teachers.
22. Reward is tied to effort.
23. I've stayed at the same salary step for 3 years. When you are less than 10 years of seniority it costs too much to take all the classes necessary to jump a step to satisfy the number of points I have to have to make a move.

QUESTION 9: The teacher incentive program has encouraged me to be involved in a variety of improvement activities. This involvement has promoted and encouraged positive innovation in my classroom.

COMMENTS:

1. I look at offerings carefully.
2. Definitely motivated to learn and to earn.
3. I have really grown professionally.
4. I have taken more and done more because of this program.
5. The inservice that I've taken I would have taken whether the incentive was attached.
6. Trying new teaching techniques.
7. Implemented: Assertive Discipline, New Curriculum, Thinking Skills, Cooperative learning, Education for Employment, Career Education, Values & Choices.
8. I disagree that pay should be so strongly linked to courses. My question is: Are the best teachers being paid the most, or is it the ones who take the most classes?
9. I was already involved with professional organizations and inservices to help me grow and change.
10. System makes you make a choice a lot of times between improvement and spending time with your family! You can say "go ahead and make your choice, but is certainly a poor one!" Obviously I don't see everyone, but I don't think it has improved what we do in PE.

11. It makes you look for opportunities to improve and learn.
12. Not "encouraged" but "forced." There would have been positive innovation in my classroom (and was) without the $ attached to it.
13. Opportunities are certainly available but STRESS is too great and personal life suffers.
14. I would do them anyway.
15. Yes-especially when we are in classes together. (other staff members)
16. I would have taken the classes, conferences anyway. This summer may be the first time I do anything just because of the incentive program.
17. Tough one to answer! While I've become more involved, I get spread quite thin at times.
18. I have tried new things in my class room some work some don't - It is very easy to fall back into the old ways. I like the idea of support groups - if a suitable time could be found.
19. The points for after school sorts of things are so miniscule that they are hardly worth it.
20. Awareness to need and support for growth makes a difference.

QUESTION 10: Through observation and sharing information with other teachers and students, I believe that the various skillls and innovations learned by teachers have led to improved instruction and learning in many of the classrooms in the district.

COMMENTS:

1. I haven't visited enough rooms to say many but there are surely some.
2. We still need more of this.
3. Some people have concentrated so much on doing activities to advance their salary that their classrooms performance has actually declined.
4. Visitation to other classes.
5. Unfortunately, some staff seem to be involved for financial gain only.
6. I feel that this was only enhanced by the incentive program. It has been my experience that this has been evident in our district on a grand scale all along.
7. There is still a problem of either jealously or something that makes it difficult to discuss innovations. I took an excellent class in discipline last January but because of negative reactions about taking courses I did not share things with others. This is just what the program was designed NOT to do.
8. Many excited, dedicated teachers at the M.S.
9. There's always something being "talked" about regarding a "new idea" learned by someone.
10. I don't know.
11. Most say it's been lots of hard work and in someways each is a little bit better but knowing our staff I believe this would have happened anyway.
12. Observation through staff sharing and listening to kids one-on-one learning how they feel about their classes.
13. Have learned by way of my own children.
14. Not sure.
15. I feel this would have and did happen before the staff development program.
16. Most teachers teach to the evaluation moment - not consistent w/in classroom.
17. I don't know how much sharing goes on, there isn't time.

18. It has, it seems, driven some teachers from school activities because of time spent taking courses for advancement.
19. I think the good teachers will always be good and the bad ones will learn to "jump the right hoops" to stay where they are or even advance. I personally am more organized because of the eval. process which indirectly make me a much better teacher in the last few years.
20. I do not have the opportunity to observe others with in the regular or other schools programs.
21. Interaction with fellow teachers is always positive.

QUESTION 11: Overall rating of your staff improvement activities during past three years.

COMMENTS:

1. The offerings have been interesting - many I would like to see offered again.
2. Keep up the good work.
3. This is the best in the area.
4. The experience has been positive.
5. Very positive - coupled with mountains of paper work this can be very frustrating.
6. Enjoyed them all because I've been able to "choose" what I wanted to get involved with.
7. Many more opportunities than under the former system. I'm also more likely to participate.
8. These are things I would have done anyway!
9. Good experience.
10. Some good, some not so good.
11. I would improve on my own with or without points.
12. So much better than it was - I feel we are all learning and developing as is this system. Great job!
13. Although I feel positive overall about this system, the work load on an elementary teacher w/30 students is overwhelming if you are to utilize the "system" to the max. I'm curious to know if the people who are money ahead on the career ladder are truly the "best" teachers.
14. Not applicable.
15. Neutral. Should have been offered as a choice more frequently.
16. I appreciate any and all time that is allowed to improve my teaching tactics!
17. Over 1 year.

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